

LINKING PREVENTION PROGRAMS



WITH SUCCESS...

Safe and Drug-Free Schools Program
Idaho Department of Education
2001



This Safe and Drug Free Schools, *Linking Prevention Programs With Success*, booklet is the result of a collaborative effort among Idaho school districts, school educators and the Idaho State Department of Education. A request to highlight successful and effective prevention programs was sent to Safe and Drug Free Schools coordinators in each school district. The response was great. There are over 90 programs featured in this booklet. Programs categories range from kindergarten–12th grade, adult/parent, elementary, junior high/middle school, and high school.

The booklet provides summaries of prevention programs that have been implemented and are proving to be effective. A program summary, the name of the school, contact person and address/phone number are included.

The goal of this booklet is to share effective school prevention programs that can be utilized throughout the state.

Thank you to everyone who participated.

**Claudia Hasselquist
Coordinator-Safe and Drug Free Schools
(208) 332-6960**

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PARENT/ADULT PROGRAMS



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School Name: Parent/Adult Programs

School District #: Gooding #231

Contact Person: Lisa Hollified
1045 7th Ave W
Gooding ID 83330
Phone: 208-934-4
Fax: 208-934-4898

Name of Program: DEVELOPING CAPABLE YOUNG PEOPLE

Grade level(s) Adult number of participants 25, and length of implementation 5 years

Program Description/Overviews (goals, program components, etc.):

This is a class which lasts 10 weeks and is offered to parents of students in our school district as well as staff members. It focuses on communication skills, teaching adults how to communicate better, listen better, and improving relationships. They learn how to help children see themselves as capable, significant, and able to have influence over their own lives. Additional focus is placed on interpersonal and intrapersonal skills, teaching children how to be adaptable, flexible, and responsible.

Texts for the class are: "Raising Self Reliant Children in a Self Indulgent World" by H. Stephen Glenn; and "Positive Discipline", by Jane Nelsen.

Effective program evaluations/results/outcomes:

Parents and staff members who have taken the class have found it to be tremendously helpful in working with young people. They appreciate knowing alternative methods for communicating with others in positive ways. Participants are given the opportunity to "recycle" the class as space permits. The class is so popular, that it has been offered 1-2 times per year, with an enrollment of no more than 13 participants at a time. It is always filled, and has been offered every year since 1995.

School Name: Parent/Adult Programs

School District #: Gooding #231

Contact Person: Lisa Hollified Phone: 208-934-4941
1045 7th Ave W Fax: 208-934-4898
Gooding ID 83330

Name of Program: PARENT PROJECT

Grade level(s) K-12 number of participants 46, and length of implementation 1 year

Program Description/Overviews (goals, program components, etc.):

The Parent Project is an activity-based program for parents of out-of-control adolescents. The goal of Parent Project is to give parents tools to use in dealing with out-of-control adolescent behaviors such as poor school performance, drug use, alcohol use, gang involvement and early sexual involvement.

Program components include a 10-week program for parents. The program includes 3-hour classes one day a week for parents. Each week a different subject is covered such as love and affection; drug use; alcohol use, bad peer associations (gang involvement) and school performance. Parents are given homework each week to assist them in bringing about change in their home. Parents are also encouraged to look for support outside of the home and a support group component is added to the last part of the class to assist parents in this.

The Parent Project also has a Teen component called "Choosing Success, Choosing Life." This program is for the adolescents themselves. This is a 6-week program where they students have a 3-hour class one night a week. The program covers such things as love and affection, anger management, making choices, etc.

Effective program evaluations/results/outcomes:

The Parent Project and its Teen Components have proven to be successful in the Gooding School District. There were 34 parents and 12 students that attended the program in 1999 and 2000. Most of the parents have reported positive outcomes to the program facilitators.

School Name: East Canyon Elementary

School District #: Vallivue #139

Contact Person: Gary Folwell
18408 Northside Blvd
Nampa ID 83687

Phone: 208-466-6929
Fax: 208-466-6232

Name of Program: Active Parenting

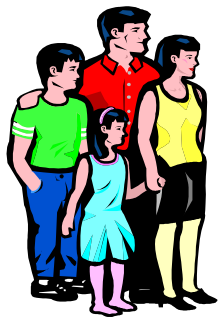
Grade level(s) Parents number of participants 10-15, and length of implementation 6 weeks

Program Description/Overviews (goals, program components, etc.):

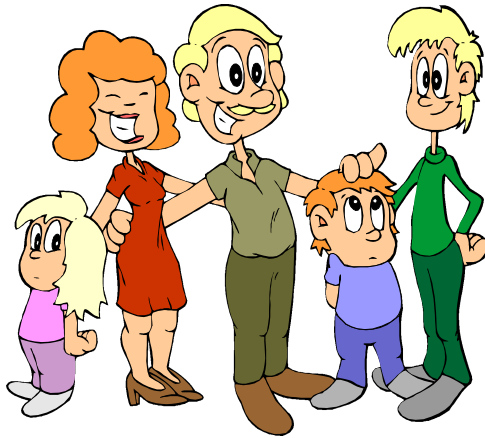
Six weekly sessions with parents working on improving communication in their families. One week is devoted to the subjects of Tobacco, Alcohol and Other Drugs and the parents take an Active Parenting Family Guide with them. It has section for the parents on age appropriate prevention ideas section, and a third section about how Drug use starts. The regular class is facilitated by the counselor using a text, video examples, and a lot of parent discussion, role playing, and planning.

Effective Program Evaluations/Results/Outcomes:

Parents report back each week on their successes and failures related to assignments originating in class activities. Verbal follow up have indicated course content is useable and very helpful.



KINDERGARTEN THRU



TWELFTH GRADE

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Kindergarten – Twelfth Grade

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School Name: Castleford Schools

School District #: Castleford #417

Contact Person: Diane Clark
500 Main Street
Castleford ID 83321

Phone: 208-537-6511

Fax: 208-537-6855

Name of Program: SAFE AND DRUG-FREE ALTERNATIVE ACTIVITIES

Grade level(s) K-12 number of participants 302, and length of implementation one year

Program Description/Overviews (goals, program components, etc.):

Our program goal was to provide safe and drug-free activities free of charge to students and their families. At all activities, students had opportunities to build relationships with adults from the community and with students of different ages.

Components: Senior Class Retreat – focus on leadership, decision-making, tolerance, violence reduction, and coping with stress.

Freshman Class Retreat – orientation lead by seniors, focus on team building.

Buddy Fishing – Junior (Grade 11) students mentored grade 5 students on a fishing trip which was also sponsored by Idaho Fish and Game.

Family Night – for all students and families, free food and activities.

Open Gym nights – free food, organized games and activities for grades 6-12.

Effective program evaluations/results/outcomes:

During the school year, 45% of our targeted student population attended safe and drug-free activities.



School Name: Fruitland Middle and High Schools

School District #: Fruitland # 373

Contact Person: Pat Coffey and Teresa Fabricius
P. O. Box A
Fruitland ID 83619

Name of Program: NATURAL HELPERS

Grade level(s) 5-12 and length of implementation ongoing
number of participants Middle school 26 Natural Helpers and 4 certified staff
High School 49 Natural Helpers and 4 certified staff

Program Description/Overviews (goals, program components, etc.):

The program is comprised of peer-selected students from each grade level who are trained yearly to identify, respond to, and (when appropriate) refer individuals who are struggling with personal problems, peer conflicts, etc. the goal of the program is to have “eyes and ears” in the student population, for a number of reasons: to help identify and reach out to students who are isolated; to help mediate conflicts before they escalate into violence; to provide support for students dealing with personal problems, and to demonstrate positive means of dealing with conflict.

It is hard to know if this program is making a difference because you don’t see all the results of any/all of the student conferences. Most of the conversations are kept confidential unless it is one that they consider to be life threatening for someone or one that they don’t know how to handle. However, the students seem to use the Natural Helpers more often than adults are aware.

Effective program evaluations/results/outcomes:

A survey of Natural Helpers last spring indicated that the majority found their training valuable, and that they have been called upon to use their skills to help others. Anecdotal data tells us that Natural Helpers to alert us to conflicts and to students who need help.

School Name: Kendrick High School and Juliaetta Elementary School
School District #: Kendrick #283
Contact Person: Linda Fiedler Phone: 208-276-3422
305 4th Street Fax: 208-276-3424
Juliaetta ID 83535

Name of Program: YOUTH PROMISE RALLY – ASSET BUILDING

Grade level(s) K-12 number of participants 300, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

The goal of the Youth Promise program is to engage the entire community in asset development. The Search Institute's "Profiles of Student Life" asset survey was administered to the youth (6-11th grades) of Kendrick-Juliaetta community. Identified needs in our student population are: 1. Positive adult role models 2. Community perception of youth as resources 3. Self-esteem

The Prevention Advisory Committee generated ideas as to how to target community awareness and zeal for building assets in our youth and developed the Youth Promise Program. A Youth Promise Rally was the initial kickoff for the program.

The goals of the Youth Promise Rally targeted participation of the entire community to:

- Become aware of the opportunities for asset building.
- Create a positive vision of our youth and their possibilities.
- Celebrate models of service to others in the community.
- Energize the community toward shared enthusiasm for service alongside of youth.

"Heroes Among Us" nomination forms were distributed in classrooms, sent home to parents, published in the local newspaper, on the Internet, and distributed to local churches, businesses, and civic organizations. 150 nominations were submitted recognizing "heroes" of all ages in the community who exemplify valuable service to others, who overcame major challenges in life or who personally challenged others to strive for excellence. The Prevention Advisory Committee selected thirteen local heroes (ages 12 to 90) to receive awards and to be showcased at the rally. The entire community was invited to attend the rally at the high school. The rally consisted of a short video on community asset building, a guest speaker, special asset cheers, sharing the results of the asset survey, the presentation of the "Heroes Among Us" awards and the telling of their stories. An ice cream social followed the event.

Effective program evaluations/results/outcomes:

Overwhelming positive responses by students, parents and the community indicate that the Youth Promise Rally and the "Heroes Among Us" awards will be an annual part of the program. In response to the enthusiasm generated for asset development, the elementary school will initiate their first student leadership organization in the fall of 2000. New after school activities for grades 4-12 will include creative arts, community service projects, student mentoring and multigenerational collaborative activities.

School Name: Melba - All Grades
School District #: Melba #136
Contact Person: Beth Cole Phone: 208-495-2221
P. O. Box 185 Fax: 208-495-2188
Melba ID 83641

Name of Program: STUDENT ASSISTANCE PROGRAM (SAP)

Grade level(s) K-12 number of participants 150+, and length of implementation 3 years

Program Description/Overviews (goals, program components, etc.):

Goal was to help students gain self esteem, gain a greater understanding of the consequences of their choices—both positive and negative, and to provide them with tools to handle their problems better.

The Student Assistance Program is active in our elementary, middle and high schools. Approximately 150 students participate in the program each school year and we have a waiting list of those who wish to attend.

Effective Program Evaluations/Results/Outcomes:

Student evaluation of the program has been very positive. On paper they give it a 97% effectiveness rating and in person they have nothing but positive things to say. Probably the most distinct impact has been at the high school. By the end of the first year, the image of the program was very positive and students were more willing to participate. The success was very evident this year when we invited students to sign up for several different topic specific groups. Over 100 students made an effort to come to the office to sign up. In a school of 250 that's a remarkable percentage.

Students who have experienced a SAP group highlighted the benefits as being increased trust of other students and staff, the knowledge that similar problems are experienced by almost everyone, and an understanding that they can handle their own problems. 100% of them wanted to participate in another group.

The positive effect on our schools is obvious in an improved school climate. The opportunity to interact with an adult in this type offsetting gives them a new perspective. The bond created in group allows students from many diverse crowds to gain understanding for others. We have seen an increase in tolerance and respect in our schools.

I would say the best reference I could give our program would be this quote from the High School Principal, "This is the best thing we have ever done for school climate.!"

ELEMENTARY SCHOOLS



K – 6 GRADES

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School Name: A. J. Winters Elementary

School District #: Bear Lake #33

Contact Person: Jill A. Kunz
535 Clay Street
Montpelier ID 83254

Phone: 208-847-0477
Fax: 208-847-3959

Name of Program: POSITIVE PALS

Grade level(s) K-5 number of participants 90, and length of implementation 2 years

Program Description/Overviews (goals, program components, etc.):

Positive Pals is an elementary after-school program. It is a free and voluntary program that unites elementary school children with older middle and high school students.

Goals for the program are: to provide a positive role model and friend for the younger child; improve self-worth; replace empty time with quality time; improve social skills through cooperative learning; and foster significant relationships in the lives of all the children.

To reach these goals, students participate in a variety of activities while interacting with others. "Positive Pals" takes place twice a week. Children rotate stations throughout the two hours. Stations include a homework center; art table, creation station; games and physical activities. The older "pals" interact and play games with the younger children in the various stations. A snack is provided and a lot of positive interaction occurs. Once a month is "Positive Pals" family night. Parents and siblings of the "Pals" are invited to attend a fun night of activities.

Effective program evaluations/results/outcomes:

The program was expanded to include students from all three elementary schools. The number of children participating has increased over the last two years. More faculty members are volunteering their time to help with stations and the County Extension Office would like to participate next year. The program has fostered significant relationships and has made a difference in the lives of these children. Parents are also very supportive of the program!

School Name: Athol Elementary

School District #: Lakeland #272

Contact Person: Lenar DuPont Phone: 208-683-2231
6333 E Menser Ave Fax: 208-683-7064
Athol ID 83801

Name of Program: SELF-MANAGER PROGRAM

Grade level(s) K-6 number of participants 420, and length of implementation School Year

Program Description/Overviews (goals, program components, etc.):

The Self-Manager Program is designed to teach and encourage character traits which include: respectful, responsible, honest/trustworthy, kindness, self-control and compassion/citizenship. To help students develop and value responsibility for themselves, property and others. It recognizes and rewards those students who are responsible.

Effective Program Evaluations/Results/Outcomes:

To become a self-manager, all seven character traits must be demonstrated almost always, which is defined as an 8 or above, or approximately 80% of the time, on the Teacher's evaluation. Students have the first ten days of each month to approach their teacher to arrange a time to discuss their application. We measure the success of the program by the number of students receiving their self-manager button each month. Goal setting with students in those areas which are below the almost always range, is a major part of the program. Parents are invited to attend award activities each month.

Name of Program: PEACE EDUCATION FOUNDATION (PEACE WORKS)

Grade level(s) K-6 number of participants 420, and length of implementation School Year

Program Description/Overviews (goals, program components, etc.):

Curriculum focuses on concepts to help teachers make peacemaking skills an integral part of everything students do in the classroom. Art, music, poetry, mediation sessions, journal-writing, stories, literature-based curriculum all help enhance students peace making skills. Teaches conflict resolution skills and gain self-worth.

Effective Program Evaluations/Results/Outcomes:

Students plan and decorate a "time out" corner or quiet area where they may go when they feel angry. They are welcome to rejoin the class when they feel that they are ready. Teachers measure the number of students using this procedure to self-correct. Teachers and recess duties encourage group problem solving during play. This process allows teacher and duties to identify those students who are still working on skill development. An I-CARE folder is sent home with students after each session, so parents can practice and participate in what their children are learning through the program. Parent feedback is key in determining if students are applying the strategies they have learned in a variety of settings.

School Name: Athol Elementary

School District #: Lakeland #272

Contact Person: Lenar DuPont Phone: 208-683-2231
6333 E Menser Ave Fax: 208-683-7064
Athol ID 83801

Name of Program: CONFLICT RESOLUTION (Sunburst)

Grade level(s) 4-6 number of participants 200, and length of implementation 8 weeks, 45 minutes sessions once a week

Program Description/Overviews (goals, program components, etc.):

This program is designed as a student workshop to teach conflict resolution skills. Building from realistic scenarios of teenage life, this program presents the basic skills of conflict resolution: defining the problem, getting the facts, active listening, non-verbal communication, "I" messages, and brainstorming for solutions. These skills are taught through simple, practical exercises in a step-by-step approach that can be mastered by pre-teens. Viewing the video and doing the accompanying exercises will help students.

Effective Program Evaluations/Results/Outcomes:

At the beginning of the program the students are presented with "Conflict Challenges," an open-ended scenario that allows the leader a chance to evaluate how students currently handle conflict in a variety of situations. At the end of each skills segment, students are presented with a "Conflict Challenge," once again an open-ended scenario that allows them to apply their newly learned conflict resolution techniques. Students are tested on knowing the rules of fighting fair and are expected to use them so excuses are not acceptable when a conflict is not handled appropriately.

Name of Program: DARE

Grade level 6th number of participants 75, and length of implementation 17 weeks

Program Description/Overviews (Goals, Program Components, etc.):

The DARE program is an exciting 17-week program to help students recognize and resist the pressures that may influence students to experiment with tobacco, alcohol, marijuana, inhalants, or other drugs. Students learn to say NO to friendly peer pressure, teasing peer pressure, indirect peer pressure and heavy peer pressure. Students learn why most kids don't use drugs, how to give and receive a compliment, how to deal with stress and how to resolve a disagreement.

Effective Program Evaluations/Results/Outcomes:

Students are given a multiple choice and short answer test prior to the class and then again after the class. The test focuses on different drugs and their effects, stages of drug abuse, and how to resist peer pressure. The parents are given a quiz to test their knowledge about alcohol and drugs. They can look up their answers in a guide and this guide provides valuable information so they can give their children current and correct information.

School Name: Athol Elementary

School District #: Lakeland #272

Contact Person: Lenar DuPont Phone: 208-683-2231
6333 E Menser Ave Fax: 208-683-7064
Athol ID 83801

Name of Program: HERE'S LOOKING AT YOU 2000

Grade level(s) K-6 number of participants 420, and length of implementation 17 Lessons

Program Description/Overviews (goals, program components, etc.):

Purpose is to reduce the risk of children getting into trouble with drugs. The best way of reducing that risk is for children not to use drugs at all, and the program delivers that message clearly throughout the curriculum. Part of what this curriculum does is to give students the tools to resist those pressures and make choices that are safe and healthy...learn to be polite and assertive, use self-control, stay out of trouble, make friends, and make good decisions.

Effective Program Evaluations/Results/Outcomes:

Students are given pre and post-tests to mark students improvement. Provides parents with references and community resources. We measure to determine if students are using these resources by the amount of students self-referring to talk about their concerns.

Name of Program: WHAT TO DO ABOUT ANGER (Sunburst)

Grade level(s) 2-5 number of participants 300, and length of implementation 8 Lessons

Program Description/Overviews (goals, program components, etc.):

Help students understand and learn to handle anger. The video provides realistic scenarios that prompt children to consider what situations make them angry, what their characteristic ways of expressing anger are, and what the consequences of these behaviors might be. While emphasizing that it is unhealthy to suppress anger, the video presents simple techniques for maintaining cogitative control, as well as offering effective, constructive ways of expressing and managing anger. The program also provides students with kills to handle other people's anger towards them.

Effective Program Evaluations/Results/Outcomes:

Pre test asks student to describe or draw a picture of what makes them angry and how they act when they get angry. Post test asks students to see how they could handle the situation differently if the same situation happens again. Amount of discipline referrals that are submitted is another form of evaluation. Parents are sent a packet that is a rich source of information for helping children deal with their anger at home. Parents are encouraged to provide feedback concerning the effectiveness of the program.

School Name: Avery School

School District #: Avery #394

Contact Person: Bruce Marks
370 Old River Rd
Avery ID 83802

Phone: 208-245-2479

Name of Program: INTEGRATED ANGER MANAGEMENT

Grade level(s) K-8 number of participants 22, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

Across the school wide curriculum we teach students effective skills and strategies for managing anger and behavior.

Effective Program Evaluations/Results/Outcomes:

Happier, safer, more secure students who can work out their problems reasoning, using skills and strategies taught across the curriculum and at “teaching moments.” One-to-one conference and a class/group environment with the outcome of fewer fights and more cooperation.



School Name: Bickel, Harrison, Lincoln and Morningside Elementary Schools

School District #: Twin Falls #411

Contact Person: Marcia Lanting
201 Main Ave West
Twin Falls ID 83301

Phone: 208-733-6900
Fax: 208-733-6987

Name of Program: ELEMENTARY SCHOOL MONITORS

Grade level(s) K-6 number of participants 50+, and length of implementation 6 years

Program Description/Overviews (goals, program components, etc.):

Elementary school mentors, 4 full-time staff serving Bickel, Harrison, Lincoln and Morningside Elementary Schools. The elementary school mentors are paraprofessional specialist working to enhance student access to education. Mentoring is a model allowing education to continue: for a student who is behaviorally troubled and needs assistance in learning to manage his/her behavior; for a student who needs assistance in learning to manage his/her time; or for a student who benefits from encouragement to attend school on a regular basis and to be on time. Elementary school mentors provide a strong model for parents and encourage school responsibility and involvement for parents.

Elementary school mentors assess the learning needs of a student after the student has been referred by the classroom teacher, building administrator, parent, or by playground personnel. After assessing the needs for the student, the mentor designs a "school success plan" and shares it with the teacher, parents, student, and other appropriate school personnel. The plan is implemented after those individuals who will be involved are informed and comfortable with the plan. The mentor develops, models, monitors, implements, and assesses the plan. Once the intervention plan is in place, the mentor follow up on student progress with the student, parent(s) and with appropriate staff. The mentors receive assistance with plan development, implementation, and follow-up from the Mentor Coordinator (Social Worker).

Elementary school mentors are able to serve as a connecting person for parents, teachers and other schools staff, administrators and outside agency personnel. They are able to communicate and serve as a liaison between the school, family and other related services.

Effective program evaluations/results/outcomes:

For the 1999-2000 school year: official students served was 54 with 42 males and 12 females.

Unofficial students served 965 (support groups, mediations, peer mediation, etc.)

Behavioral Trend: 87.5% show improvements and are maintaining those skills
12.5% show no improvements

Academic Trend: 89% show improvements and are maintaining those skills
11% show no improvements.

(Results tallied from weekly charts completed by each student's classroom teacher)

Elementary School Monitors – Twin Falls District Continued

Mentor Program, Teacher Survey	Yes	No	Some
Does the Mentor Program help with behavioral issues in the classroom and or playground?	100%		
Has the Mentor Program provided resources, suggestions, and/or support for staff working with high-need students?	100%		
Have you seen improvements in students after entering the Mentor Program?	93.2%		6.8%
Do you feel other students would benefit from this program?	97.7%		2.3%
Mentor Program, Student Survey			
Does the Mentor make time to talk with you when you need help?	100%		
Do you feel comfortable to discuss a variety of issues with the Mentor?	98%	2%	
Does the Mentor help you to solve problems at school?	100%		
Do you think that contact with the Mentor has helped you to be more successful in School?	97.5%	2.5%	
Do you feel other students would benefit by seeing the Mentor?	97%	3%	



School Name: Central Elementary

School District #: Jerome #261

Contact Person: Debbie Walsh Phone: 208-324-3396
311 N. Lincoln Fax: 208-324-339
Jerome ID 83355

Name of Program: CENTRAL PEER MEDIATORS

Grade level(s) 5-6, number of participants 60, and length of implementation 3RD year

Program Description/Overviews (goals, program components, etc.):

Central Peer Mediators is based on a compilation of several different mediation programs. Students are nominated by their teachers and contact letters are then mailed to each student and their parents. Each grade has separate training, which is approximately four hours of class time. Teams for each day of the week are formed. Each team gives up their recess for the day they are on duty. Teams work with playground aides. Their focus is to settle arguments, disagreements and peer related problems. They do not deal with violence of any kind. Awards are given weekly to outstanding mediators and then at Central's monthly assembly, two peer mediators of the month are recognized. Each mediator has a black ball cap and red vest they wear. New mediators are trained in January and the process starts over.

Effective program evaluations/results/outcomes:

The discipline referral write-ups have been steadily decreasing since implementation of this program. Less disputes are sent to the principal. Parents are requesting their children be trained as mediators. Students are starting to request having mediators help them with their problems. This program has been so successful, it now being continued with modifications at Jerome Middle School.

School Name: Cloverdale Elementary

School District #: Bonneville #93

Contact Person: Nancy Zirkelbach Phone: 208-252-4450
3999 Greenwillow Fax: 208-524-0171
Idaho Falls ID 83401

Name of Program: CONFLICT MANAGER

Grade level(s) 4th & 5th number of participants 50, and length of implementation school year

Program Description/Overviews (goals, program components, etc.):

1. Youth both need and desire skills to resolve conflict peacefully.
2. Conflict is inevitable and can be managed productively.
3. Conflict managers get a voluntary commitment from the disputants to:
 - Agree to tell the truth
 - Agree to no interruptions
 - Agree to no name calling
 - Agree to solve the problem
4. Conflict Managers use active listening skills and work to assist the disputants in defining each one's needs in order to resolve the problem.
5. Conflict Managers assist the disputants towards generating a variety of solution possibilities to best satisfy the needs expressed by the disputants.
6. Conflict Managers lead the problem solving process, allowing the disputants to work their issues out together while maintaining their own sense of dignity.

Effective Program Evaluations/Results/Outcomes:

Decline in number of referral and discipline slips
Evaluation of student reports
Evaluation of parental reports

Name of Program: ACCELERATED READER

Grade level(s) K-5 number of participants all students,
and length of implementation as time permits during the school year

Program Description/Overviews (goals, program components, etc.):

We have an extensive school wide Accelerated Reader Program. Students design their own race car and move along a race track earning their points. They receive incentive awards along the way. It is goal oriented and builds their confidence and self-esteem.

Effective Program Evaluations/Results/Outcomes:

1. Students are reading more
2. They pull together as a team to work towards a school-wide goal and incentive
3. Less discipline referrals
4. More utilization of library resources by students



School Name: Culdesac School

School District #: Culdesac #342

Contact Person: Melanie Fender
600 Culdesac Ave
Culdesac ID 83524

Phone: 208-843-5413
Fax: 208-843-2719

Grade level(s) 1-5 number of participants 65-70 and length of implementation one year

Name of Program: SECOND STEP

Program Description/Overviews (goals, program components, etc.):

The curriculum is designed to reduce impulsive and aggressive behavior and increase level of social competence. This is achieved through teaching skills like empathy, impulse control, and anger management. This program includes visual, written, verbal, and hands-on activities – it's great.

Effective program evaluations/results/outcomes:

Received favorable responses (verbal and written) from students. Many students reported how they used some of the techniques as they interacted with others. It is best to look at the results/outcomes for this program over a period of several years. An evaluation form has been prepared and will be used for student and teacher responses.

School Name: Fruitland Elementary School

School District #: Fruitland #373

Contact Person: Holly Dolton-Wilson
P. O. Box A
Fruitland ID 83619

Name of Program: ELEMENTARY COUNSELING

Grade level(s) K-4 number of participants 542, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

This program is incorporated in the Elementary –counseling program. In this program, the counselor goes to each class in the grade level and does some classes dealing with the issues of self-esteem and problem solving. She presents to each class for approximately 9 weeks.

In these sessions these are the areas that are stressed, but periodically during the year when she goes into the classrooms she presents lessons that deal with the following:
Social skills like honesty, courage, fairness, forgiveness, honor, kindness, love, patience, responsibility, compassion, confidence, friendship, leadership, cooperation, time management, study skills, and anger control, as well as decision making and problem solving; drug and alcohol information; and self discipline.

All of the students at the elementary school are the participants of this program.

Effective program evaluations/results/outcomes:

This program has helped the citizenship of our student body at the elementary school and has increased the respect that all student show to each other as well as the faculty.

School Name: Garfield Elementary

School District #: Boise #1

Contact Person: Lora Dawn McKinley Phone: 208-338-3445
1914 Broadway Ave. Fax: 208-338-3595
Boise ID 83706

Name of Program: KID ZONE

Grade level(s) 1-6 number of participants 40-50, and length of implementation 3 years

Program Description/Overviews (goals, program components, etc.):

The Garfield Kid Zone is a one-hour, after school homework program for students 1-6 grades. The goal is to provide extra help in reading and math and build esteem in a safe and positive learning environment. If a child finishes homework, they spend the rest of the hour reading or listening to someone read.

Effective program evaluations/results/outcomes:

The students' reading skills have improved. Example: All of the 2nd grade attending Kid Zone have qualified for earned awards in the Accelerated Reading program.

Name of Program: MENTORING PROGRAM

Grade level(s) 1-6 number of participants 12 students and 11 adults, and length of implementation 3 years

Program Description/Overviews (goals, program components, etc.):

The Garfield Mentoring Program matches one adult to one child. The adult spends the lunchtime with he/her child at least twice a month. They eat together, talk, play or work on activities.

Effective program evaluations/results/outcomes:

The students with mentors became more open with adult friend, felt excited that someone wanted to be with them, enjoyed the feeling of being chosen and practiced the friend shipping skills of courteous behavior.

School Name: Garfield Elementary

School District #: Boise #1

Contact Person: Lora Dawn McKinley
1914 Broadway Ave.
Boise ID 83706

Phone: 208-338-3445
Fax: 208-338-3595

Name of Program: PEER MEDIATORS

Grade level(s) 4-6 number of participants 21, and length of implementation 3 years

Program Description/Overviews (goals, program components, etc.):

The Peer Mediation program uses a student selection process to identify children in 4th through 6th grade who show an interest serving their peers. Then those children are trained in a mediation process. The trained students take turns talking through disagreements with other students, assisting them in creating a peaceful solution.

Effective Program Evaluation/Results/Outcomes:

Twelve mediations between disputing students were held. The outcome was that the disputing parties reached resolution and did not need to return for any additional mediation.



School Name: Garwood Elementary

School District #: Lakeland #272

Contact Person: Susan Baragia
17500 Ramsey Rd.
Rathdrum ID 83558

Phone: 208-687-1265

Name of Program: PEACEWORKS

Grade level(s) K-6 number of participants 380+, and length of implementation 9 years

Program Description/Overviews (goals, program components, etc.):

This program teaches nonviolence, compassion, trust, fairness, cooperation, communication skills and conflict resolution techniques. The components of the program include: brainstorming, role-playing, problem solving, I-care listening, I-care language, non-verbal messages, the peace table, mediation, and conflict resolution techniques. At Garwood, this program is taught developmentally beginning at the Kindergarten level, and continuing through sixth grade. All students receive instruction by the teacher and counselor in the classroom, with small-group support of the curriculum taught as needed. This program is reviewed with support personnel, to ensure clarity of concepts and consistency of language.

Effective program evaluations/results/outcomes:

This program was adopted at Garwood the first year Garwood opened, so a year-to-year comparison is difficult. Subjective reports from parents, teacher, and staff are positive. Staff appreciates a common language and philosophy for dealing with conflicts. Staff has rejected other programs that are currently in use in other schools, so support for the program is strong. A recent survey of students regarding their feelings of safety at school indicated Garwood students overwhelmingly feel safe and secure at school.

School Name: Gooding Elementary

School District #: Gooding #231

Contact Person: Teresa Bennett
1045 7th Avenue W
Gooding ID 83330

Phone: 208-934-8581
Fax: 208-934-4898

Name of Program: A BETTER SCHOOL BEGINS WITH ME

Grade level(s) K-5, number of participants 580, and length of implementation 4 years

Program Description/Overviews (goals, program components, etc.):

In this program, the assistance principal or the principal does a lesson on a monthly basis with each grade level. The lessons are given on words such as respect, cooperation, honesty, citizenship, perseverance, compassion, responsibility, etc. The lessons usually last about 20 minutes and include reading a story that gives an example of the word for the month.

Each student receives a pencil that is engraved with the word for the month. The pencil also says "A Better School Begins With Me," and "I am proud to be drug-free." We also have T-shirts printed each fall that have a picture of children, the words that we are teaching, the name of the program and "Proud to be Drug-Free" on them. The T-shirts are given away through a drawing on a monthly basis, to coincide with the lessons.

The goals of the program are to encourage our students to implement in their actions their knowledge of the words that we teach.

Effective program evaluations/results/outcomes:

We have seen fewer discipline problems since implementing this program four years ago. We also hear students using the words being taught when problems do arise. Example: when students come to the office and are asked what rules they broke, they often identify that they were not being respectful, or responsible, or honest, etc. We have formatted our school-wide discipline plan to use these words also, so kids are learning about and hearing this language on a continual daily basis.

School Name: Gooding Elementary

School District #: Gooding #231

Contact Person: Lisa Hollifield
1045 7th Avenue W
Gooding ID 83330

Phone: 208-934-4941
Fax: 208-934-4898

Name of Program: KIDS CARE

Grade level(s) K-5, number of participants 575+, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

Kids Care is a multi-level intervention program impacting children, parents, school staff, and community members. The program is designed to strengthen children's bonding to peers, staff and family. It also promotes positive social skills, self-esteem, and appropriate decision-making. The overall goal is to help develop a more caring and nurturing environment for children at home, in school, and in the community. This is developed by building an awareness that is the first step in helping children, and adults develop a pro-social orientation.

The primary grades' retreats are for ½ day, the intermediate grades' for one whole day. Each class has its own retreat and is bussed to a different location. The activities vary from year to year. Parents are asked to help with the retreats as well.

Effective program evaluations/results/outcomes:

Parents are asked to complete an evaluation. Staff members are also asked to share their opinions and concerns. The program will be considered successful if the students' discipline and behavior improves at school.

Name of Program: STUDENT ASSISTANCE PROGRAM (SAP)

Grade level(s) 3-5, number of participants 50+, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

Five difference support groups with approximately 10 students per group have been meeting once a week this semester. The groups are co-facilitated by the school counselor, community resource worker, school companions, and a couple of other staff members who have received training from the Chemical Awareness Training Institute.

Students are provided with a safe environment in which to explore their feelings, discuss their problems, learn to respect others, and to connect with a group of their peers. It further helps them to become more resilient in the process.

Effective program evaluations/results/outcomes:

According to staff and student evaluations, students are more academically and emotionally successful as evidenced by their grades and discipline records.

School Name: Holmes Elementary

School District #: Wilder #133

Contact Person: Marilyn Jefferies
210 A Avenue E
Wilder ID 83676

Phone: 208-482-6220
Fax: 208-482-7421

Name of Program: GIRL POWER

Grade level(s) 4th & 5th number of participants 30, and length of implementation 4 months

Program Description/Overviews (goals, program components, etc.):

Give participants more exposure to life experiences and increases their awareness of their place in the community and the world and how special they are. We met three mornings a week for four hours during summer school. Since school started this fall, we have had one meeting and plan to continue to meet at least monthly and have more activities. Our goal is to decrease their social conflicts, increase their enthusiasm for life, give them a view of their opportunities and a desire to set goals for their future, and help them on their way to accomplishing them.

Effective Program Evaluations/Results/Outcomes:

The girls who participated are excited about the program and want to know almost daily when we will meet again. They make statements showing they remember principles taught. They are setting goals together to make our school a better place, such as making efforts to fellowship new students, include shy children in their play, helping with Red Ribbon Week planning. In general they demonstrate more enthusiasm for living.



School Name: Juliaetta Elementary School and Kendrick High School

School District #: Kendrick #283

Contact Person: Linda Fiedler
305 4th Street
Juliaetta ID 83535

Phone: 208-276-3422
Fax: 208-276-3424

Name of Program: YOUTH PROMISE RALLY – ASSET BUILDING

Grade level(s) K-12 number of participants 300, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

The goal of the Youth Promise program is to engage the entire community in asset development. The Search Institute's "Profiles of Student Life" asset survey was administered to the youth (6-11th grades) of Kendrick-Juliaetta community. Identified needs in our student population are:

- Positive adult role models
- Community perception of youth as resources
- Self-esteem

The Prevention Advisory Committee generated ideas as to how to target community awareness and zeal for building assets in our youth and developed the Youth Promise Program. A Youth Promise Rally was the initial kickoff for the program. The goals of the Youth Promise Rally targeted participation of the entire community to:

- Become aware of the opportunities for asset building.
- Create a positive vision of our youth and their possibilities.
- Celebrate models of service to others in the community.
- Energize the community toward shared enthusiasm for service alongside of youth.

"Heroes Among Us" nomination forms were distributed in classrooms, sent home to parents, published in the local newspaper, on the Internet, and distributed to local churches, businesses, and civic organizations. 150 nominations were submitted recognizing "heroes" of all ages in the community who exemplify valuable service to others, who overcame major challenges in life or who personally challenged others to strive for excellence. The Prevention Advisory Committee selected thirteen local heroes (ages 12 to 90) to receive awards and to be showcased at the rally. The entire community was invited to attend the rally at the high school. The rally consisted of a short video on community asset building, a guest speaker, special asset cheers, sharing the results of the asset survey, the presentation of the "Heroes Among Us" awards and the telling of their stories. An ice cream social followed the event.

Effective program evaluations/results/outcomes:

Overwhelming positive responses by students, parents and the community indicate that the Youth Promise Rally and the "Heroes Among Us" awards will be an annual part of the program. In response to the enthusiasm generated for asset development, the elementary school will initiate their first student leadership organization in the fall of 2000. New after school activities for grades 4-12 will include creative arts, community service projects, student mentoring and multigenerational collaborative activities.

School Name: Kamiah Elementary/Middle

School District #: Kamiah #304

Contact Person: Beth Davis Phone: 208-935-4016
P. O. Box 720 Fax: 208-935-4017
Kamiah ID 83536

Name of Program: KAMIAH AFTER SCHOOL PROGRAM (KAP)

Grade level(s) K-8 number of participants 30, and length of implementation 9/2000-10/2003

Program Description/Overviews (goals, program components, etc.):

The KAP Program is an after school program funded through the Federal 21st Century community Learning Centers Grant. This program's goals include: recreational-educational drug-free/violence-free activities, which are offered every day of the school week until 6 p.m. this program includes a healthy snack – creative activities including but not limited to Native American Enrichment, musical activities, life sports, technology, expanded library hours, parent/student after hours activities and a six-week summer enrichment program. The program also includes transportation for students after the daily program ends at 6 p.m. No student is excluded.

Effective program evaluations/results/outcomes:

The grant writing educational corporation located in Salt Lake City, Spectrum Consulting, will formally evaluate this program four times per year. They will provide feedback, program recommendations and complete all Federal reports. A copy of this may be requested after such has been filed with the KAP Director.



School Name: Madison Elementary

School District #: Boise #1

Contact Person: Glenda Randall or George Zicefoose Phone: 208-338-3484
2215 Madison Fax: 208-338-3613
Boise ID 83702

Name of Program: KIDS FIRST AFTER SCHOOL PROGRAM

Grade level(s) K-6 number of participants 32, and length of implementation 9 months

Program Description/Overviews (goals, program components, etc.):

Provided snacks, one half an hour of homework, and one half an hour of either arts and crafts, computer time or a physical activity promoting teamwork. Students received a bus ride home.

Effective program evaluations/results/outcomes:

We saw students gain confidence, build friendship and relationship skills, and improve achievement and classroom performance. Children had at least two adult mentors to provide instruction and leadership.

Name of Program: EARLY INTERVENTION ACTION TEAM

Grade level(s) K-6 number of participants 32, and length of implementation 9 months

Program Description/Overviews (goals, program components, etc.):

The program was designed to allow the child to choose an activity, sport, music lesson, etc., that would be a positive intervention in his/her life. Brothers and sisters were also given an opportunity to select an activity. School staff selected children considered at-risk.

Effective program evaluations/results/outcomes:

The members of the committee, which consisted of staff and community members, noted distinct change of attitude and behavior of students who received the intervention. Families also related more positively to the school environment.

School Name: Meridian Elementary and Middle Schools
School District #: Meridian #2
Contact Person: Becky Kelly
1810 W. Pine
Meridian ID 83616
Phone: 208-887-6063
Fax: 208-887-6059

Name of Program: SECOND STEP VIOLENCE PREVENTION

Grade level(s) K-8 number of participants 16,378,
and length of implementation 2 years (6-8) and 1 year (K-5)

Program Description/Overviews (goals, program components, etc.):

Reduce impulsive and aggressive behavior in children, teach social and emotional skills, and build self-esteem.

Three main components are:

1. Empathy training
2. Impulse control
3. Anger management

Effective program evaluations/results/outcomes:

Still very early – only been implementing K-5 for one year, 6-8 for two years. However, incident reports for fighting, harassment are down. Fighting down 2% from last year. Harassment incidents down from 2% in 1999 to 1.9% in 2000. All areas of incident reports are either the same or have gone down. None have gone up.



School Name: Minidoka All Elementary Schools
School District #: Minidoka #331
Contact Person: Laurie Nye, Federal Programs Phone: 208-436-0264
906 S Oneida
Rupert ID 83350

Name of Program: STUDENT ASSISTANCE PROGRAM (SAP)

Grade level(s) 1-6 number of participants 100+, and length of implementation all school year

Program Description/Overviews (goals, program components, etc.):

Student assistance program group facilitator works with personnel in each elementary school to identify support or refer students with behaviors that are interfering with their education. This facilitator helps these high-risk students to develop pro-social skills in small group settings or classrooms. Support group topics include sharing/relationships, divorce, grief, anger management and bullying.

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Effective program evaluations/results/outcomes:

Students are showing improved life skills such as personal responsibility, problem solving, friendship, patience and respect. Discipline referrals are decreased for these students.



School Name: Monroe Elementary

School District #: Boise #1

Contact Person: Jeannie Ballanti
3615 Cassia
Boise ID 83705

Phone: 208-338-3488

Fax: 208-338-3614

Name of Program: MONROE FRIENDS PROGRAM

Grade level(s) K-12 number of participants 100, and length of implementation 1 year

Program Description/Overviews (goals, program components, etc.):

The goal of our program is to raise the self-esteem of some of our Monroe students. We have 50 volunteers from Idaho Power (our Partner in Education) who mentor Monroe students. They visit their child at least twice a month, having lunch together, playing games, reading together, doing art projects or just having fun together. Their commitment lasts one school year, but many of our partnerships continue year after year.

Effective program evaluations/results/outcomes:

At the end of each school year, we send out evaluations to mentors, teachers and parents for feedback on our program. The evaluations are generally very positive, but when there is a criticism our committee takes it seriously and takes steps to correct the problem. We see many students start to “bloom” after entering our program and we see that as a successful outcome.

School Name: New Plymouth Elementary

School District #: New Plymouth #372

Contact Person: Phyllis Nichols Phone: 208-278-5333
704 S Plymouth Ave Fax: 208-278-3257
New Plymouth ID 83655

Name of Program: LUNCH BUNCH

Grade level(s) K-5 number of participants 6, and length of implementation one year

Program Description/Overviews (goals, program components, etc.):

Goal: Decrease the number of fighting incidents at the elementary level. Students that receive two time outs for fighting become a member of the lunch bunch. This is a weekly SAP group that works on anger control, social skills and manners. We meet in the library and eat lunch together each Monday while working on our skills.

Effective program evaluations/results/outcomes:

Program is evaluated on decrease of time outs. After being in the group, only two members received an additional time out. Four group members maintained no additional time outs. Time outs for fighting decreased school wide from 45 to 29.



School Name: Osburn Elementary

School District #: Wallace #393

Contact Person: Howard Reasor
401 River Street
Wallace ID 83873

Phone: 208-556-1521

Fax: 208-753-5021

Name of Program: SECOND STEP, VIOLENCE PREVENTION, ETC.

Grade level(s) 1-3 number of participants 160, and length of implementation 1 ½ years

Program Description/Overviews (goals, program components, etc.):

Second Step, Violence Prevention, Talking About Touch, Student Assistance Program, Love and Logic Curriculums. Our programs are implemented from a prevention perspective versus intervention. These programs teach our students what to do. How to do the “right thing” before “things” becomes a problem. Our goals are to be proactive in teaching and motivate our students to make healthy choices and implement healthy creative alternative to problem solving.

Effective Program Evaluations/Results/Outcomes:

We have found by the implementation of these programs and by being proactive, our need for disciplinary action is below average and students are learning to resolve issues before they become a problem. Results have also shown to encourage teacher and neighboring schools have also adapted these programs.

School Name: Popplewell Elementary
School District #: Buhl #412
Contact Person: Leslie Kaiser Phone: 208-543-8225
200 N 6th Ave
Buhl ID 83316

Name of Program: S.A.P GROUPS

Grade level(s) 1st-5th number of participants 115,
and length of implementation 8 week segments, for most of school year

Program Description/Overviews (goals, program components, etc.):

Groups consist of 6 to 10 students per group dealing with issues involving drug use in families, abuse, anger or grief.

The goals are to allow students to talk about vital issues in a safe environment, understand that their problems are not unique, gain insight and tolerance for other students and themselves, make new friends, gain resiliency and social and emotional skills, and find acceptance.

Effective program evaluations/results/outcomes:

Evaluation from the students and teachers validate the effectiveness for the program. Students gain confidence, understanding, social skills, anger management techniques and support systems.

School Name: Post Falls Elementary
School District #: Post Falls #273
Contact Person: Julie Billetz Phone: 208-773-1658
205 W Mullan Fax: 208-773-3218
Post Falls ID 83854

Name of Program: MENTOR PROGRAM

Grade level(s) 1-5 number of participants 60-80, and length of implementation 5 years

Program Description/Overviews (goals, program components, etc.):

The Mentoring Program provides the opportunity for paraeducators at each elementary school to work with students identified by parents and staff. The mentor will work with students on social skills, strengths, communication and a variety of other activities.

Effective Program Evaluations/Results/Outcomes:

The program is highly successful. Many of our students needs just one more adult contact to help meet their needs and help reach their potential.

Name of Program: VOLUNTEER MENTOR PROGRAM

Grade level(s) 1-6 number of participants 60-80 students and 60-70 adults,
and length of implementation 5 years

Program Description/Overviews (goals, program components, etc.):

The Volunteer Mentor Program links identified students with volunteers. The student and mentor work together at least one hour a week. Activities will be based on student interests, strengths and needs. Activities might range from reading a book to shooting hoops.

Effective Program Evaluations/Results/Outcomes:

The Volunteer Mentoring Program is positively impacting lives. Students, parents, volunteers and teachers provide tremendous feedback that requests we please continue this program. Students and parents are actually requesting to participate in the program.



School Name: Potlatch Elementary/Jr. High

School District #: Potlatch #285

Contact Person: Dona Merrell
130 6th Street
Potlatch ID 83855

Phone: 208-875-1231
Fax: 208-875-1028

Name of Program: DRUG FREE RECREATIONAL NIGHTS

Grade level(s) K-8 number of participants 400, and length of implementation 2 years

Program Description/Overviews (goals, program components, etc.):

At the end of each quarter, the elementary and junior high schools each hold a drug-free recreational night to celebrate student accomplishments in academics. Music is provided at both levels and is run by high school mentors. IDFY students come to the elementary school to socialize and promote program.

Goals: To provide a drug-free celebration
Cross-age mentoring
Promote fun without drugs
Recognize academic achievement

Effective program evaluations/results/outcomes:

Increase attendance.
Increased parent involvement.
P.T.O. has joined in to provide concession area.
Positive feedback from students and parents.
Provided a drug-free setting for junior high students to socialize and celebrate.

School Name: Spirit Lake Elementary

School District #: Lakeland #272

Contact Person: Keith Blanchard/Steve Rasor
309 North 5th
Spirit Lake ID 83858

Phone: 208-623-2501
Fax: 208-623-5175

Name of Program: DRUG FREE RALLY IN THE PARK

Grade level(s) K-6 number of participants 385, and length of implementation 2 years

Program Description/Overviews (goals, program components, etc.):

The “Drug Free Rally in the Park” is a program designed to coordinate school, parents, community, and high school modeling in emphasizing drug free choices. Every classroom at Spirit Lake Elementary works to compose a slogan that gives a drug-free message. The slogans are written on butcher paper banners and class representatives chosen to present their class message at the Park Rally. Parents were invited to come to school on the day of the Rally to walk with their child to the Spirit Lake City Park to show their support of their student in making drug-free choices.

The entire Spirit Lake Elementary student body march together as classrooms with their slogan banners to the City Park to rally at the bandstand. The Spirit Lake City Mayor, Police Chief and neighboring Timberlake High School Student Body officers and cheerleaders are invited to participate. The Timberlake cheerleaders lead the students and parents in several, short drug-free cheers. The Timberlake student body president and vice president share personal messages why remaining drug free is important to them. The City May and Police Chief speak about their role and commitment in helping the Spirit Lake community set examples of positive, drug free choice. Students from each classroom then present their drug free slogans to the entire student body. A police escort and march down Main Street and back to the school with students carrying their banners and chanting their drug free slogans concludes the Rally. Fliers were sent to businesses on Main Street about the rally and march and are they encouraged to be in front of their businesses to cheer and support the students in their efforts.

Effective program evaluations/results/outcomes:

This is the second year Spirit Lake Elementary has organized the Drug Free Week. The first year only about a dozen parents came to school to participate in the Rally with their students. This year over 60 parents participated. The drug-free slogans were posted in the hallways to continue as reminders.

School Name: West Canyon Elementary

School District #: Vallivue #139

Contact Person: Nelda Reed
19548 W. Ustick Rd
Caldwell ID 83605

Phone: 208-454-6938
Fax: 208-454-9572

Name of Program: DARE TO DREAM ,

Grade level(s) K-5 number of participants 650, and length of implementation one year

Program Description/Overviews (goals, program components, etc.):

Goals: to teach the importance and value of developing character traits. To teach healthy work habits/attitudes and show their relevancy in school learning and in the work place.

Components:

1. School wide character education
 - Word of the Week – Six Pillars of Character
 - Tribes/community Circle in each classroom/School standards observed in all areas of school
 - Super Kids – see below
2. Dare to Dream Days (grades 1-5) students rotate through stations with community members presenting information about importance of good habits and choices in their occupations.

Effective Program Evaluations/Results/Outcomes:

Super Kids: Students showing exemplary behavior or attitudes are awarded a “good deed” ticket. They receive a pencil and their name put in for a drawing done on Friday. Six students whose names are drawn are given a coupon for a shake at McDonalds, or something similar.

Six Pillars: After each classroom teacher emphasized a word (respect, trustworthy, responsibility, caring, citizenship and fairness) in his/her classroom for a month or so, each student thanks of a time when he/she demonstrated that trait. The staff members are also asked to think of a time. Then their names are placed on a pillar (cardboard) in the hallway near the main entrance. Student enjoyed and took pride in finding their names on each of the “Pillars.”

JUNIOR HIGH /MIDDLE SCHOOLS



6 – 9 GRADES

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School Name: Buhl Middle School
School District #: Buhl #412
Contact Person: Candace Atkins/Jeff Lords Phone: 208-543-8292
16 7th Avenue No. Fax: 208-543-5185
Buhl ID 83316

Name of Program: PEER MEDIATION

Grade level(s) 6-8, number of participants 40, and length of implementation 7 years

Program Description/Overviews (goals, program components, etc.):

Forty (40) peer-selected students are trained during a 7-hour session to mediate disputes between other students. Training includes dispute identification, active listening skills, and feelings behind verbal message and how to identify feelings. Also included in the training are discussions about barriers to successful mediation, responsibilities and rules of all parties concerned, the importance of confidentiality, as well as when to include an adult in the process. The principles, rules and process of mediation are taught, practiced and learned by each participant. Students learn cooperative learning, collaborative planning, problem solving, and decision-making and make a valuable contribution to the safety of the school.

Effective Program Evaluations/Results/Outcomes:

Peer mediation has been implemented in the Buhl Middle School for the past 7 years and disputes resulting in fights and interruptions to the educational process have been reduced to extreme minimum.

Name of Program: EXPERIENTIAL ACTIVITIES

Grade level(s) 6-8, number of participants 80, and length of implementation 3 years

Program Description/Overviews (goals, program components, etc.):

Forty (40) female student and 40 male students are selected to participate in the Ropes Course at the Snake River Youth Center in Twin Falls, Idaho. Brent Cunningham, of Spirit Walker Counseling Services, directs the course. The staff, administrator and counselor of Buhl Middle School choose the students. This will be our third year for this activity. Because of the age group involved males and females attend at separate times. Activities are scheduled to last 7 hours and students are used to the site. Students are asked to write a report on what experiences they went through and how they feel the course helped them.

Effective Program Evaluations/Results/Outcomes:

Students learn teamwork, strengthen individual commitment, build communication skills, develop problem-solving strategies and learn to better understand self-direction and limits.

School Name: Buhl Middle School
School District #: Buhl #412
Contact Person: Candace Atkins/Jeff Lords Phone: 208-543-8292
216 7th Avenue No. Fax: 208-543-5185
Buhl ID 83316

Name of Program: GROUPS

Grade level(s) 6-8, number of participants 60, and length of implementation 7 years

Program Description/Overviews (goals, program components, etc.):

Group counseling is offered 2nd, 3rd and 4th quarters to students who need help with communication, stress management, divorce, death/loss, anger management, study skills, living with addiction and how to make the most out of ADHD. Sessions are generally 8 weeks in duration, 40 minutes long and meet during non-academic hours for the students. Referrals are encouraged and accepted from parent, staff, administration, and through self-referral. Approximately 18 groups are run throughout the year. This is the 7th year groups have been offered at Buhl Middle School.

Effective Program Evaluations/Results/Outcomes:

Evaluation of group is difficult, as often counselors are dealing with the affective domain. Students learn and demonstrate listening skills, communication skills, "I messages" and "owning the problem." We have seen considerable growth in many students both academically and socially.

School Name: East Minico Jr. High

School District #: Minidoka #331

Contact Person: Marilyn Bywater
906 S Oneida
Rupert ID 83350

Phone: 208-436-0264
Fax: 208-436-1159

Name of Program: STUDENT ASSISTANT PROGRAM

Grade level(s) 7-9, number of participants 98, and length of implementation 3 years

Program Description/Overviews (goals, program components, etc.):

Student Assistant Program is a comprehensive primary prevention and early intervention program for students. The program includes a systematic effort to educate, identify, assess, refer, and support students with drug abuse problems and other high-risk behaviors or in situations which are interfering with a students education and life development.

Effective program evaluations/results/outcomes:

Has been very effective to help students help each other with their problem. To know that other students have similar or same problems as their. A survey has shown it has helped their self-worth, self-esteem, ability to cope in stressful situations, to communicate and express their feeling in a positive way to others, and increased their ability to make friends. Has helped them realize that their education is important. Many stopped or decreased their use of drugs.



School Name: Fruitland Middle School

School District #: Fruitland #373

Contact Person: DARE Officer
Barb Diener
P. O. Box A
Fruitland ID 83619

Phone: 208-452-3350
Fax:

Name of Program: D.A.R.E.

Grade level(s) 5th, number of participants 26, and length of implementation 17 weeks

Program Description/Overviews (goals, program components, etc.):

DARE teaches students how to say NO to: friendly peer pressure; teasing, indirect peer pressure and heavy peer pressure. DARE also teaches them how the media lures them into buying their products.

Effective Program Evaluations/Results/Outcomes:

DARE gives them some life skills that they can use the rest of their lives like: with choices come consequences, and its okay to say no and how to say no. It also gives them a safe place to discuss things they see happening around them.

* * * * *

Name of Program: NATURAL HELPERS

Grade level(s) 7-8, number of participants 30, and length of implementation 2 years

Program Description/Overviews (goals, program components, etc.):

Overviews: Students will help in school building with helping new students and help with extra extracurricular activities.

Goals: Have students learn to listen to others, understanding feelings, not to solve everyone's problems.

Effective Program Evaluations/Results/Outcomes:

Outstanding program helps students along with helping the school district. Pride goes along way.

School Name: Jenifer Junior High

School District #: Lewiston #340

Contact Person: Georgia Lenzmeier
1213 16th Street
Lewiston ID 83501

Phone: 208-743-8589
Fax: 208-743-7961

Name of Program: POP CLUB

Grade level(s) 7-9, number of participants 398, and length of implementation 4 years

Program Description/Overviews (goals, program components, etc.):

To provide opportunities for increased student/parent positive connectedness and involvement with school staff and to support students/parents to be self-sufficient and make positive choices.

Each session was two hours and each session was preceded by a mailing to all parents inviting and encouraging them to be part of POP Club. Topics included: substance abuse information, communication skills, suicide prevention, violence in schools, mediation skills. Guest speakers from the community were frequently utilized. A parent library has resources available to all parents.

Goals:

- 1) Offer POP Club 8-14 times each year and maintain average attendance of at least 300 per session.
- 2) Positive staff response to the question, "How valuable do you think POP Club is to students at Jenifer?"
- 3) Increased parent report of school connectedness.
- 4) Increased student report of school connectedness.

Effective program evaluations/results/outcomes:

Feedback sheets from students and parents are collected at POP Club meetings throughout the year. Feedback includes satisfaction with parent group, tutoring, activities and evening format. Staff are asked to respond on a 1=poor/
5=excellent scale to "How valuable is POP Club to students at Jenifer?"

For School Year 99-2000, based on 40 randomly selected students and parents of incoming seventh graders for pre-test. Post-test was the same measure given to 40 parents and 40 students who have participated in at least six POP Clubs.

1-5 = Student Questions		Pre	Post
1. My teachers really care about me.		3.9	4.3
2. There are at least 3 adults at Jenifer that I feel comfortable talking to about concerns.		3.8	4.1
3. Teachers and staff at Jenifer do a good job of letting students know about school events.		4.2	4.3
4. I try to do my best work at school		4.4	4.5
5. I feel safe at Jenifer		4.4	4.3
6-10 = Parent Questions			
6. My child's teachers really care about him/her		4.0	4.3
7. There are at least 3 adults at Jenifer that I feel comfortable talking to about concerns.		3.7	4.3
8. Teachers and staff at Jenifer do a good job of letting students know about school events.		4.2	4.5
9. I feel like my involvement at Jenifer is important and valued.		4.3	4.4
10. I feel like my child is safe at Jenifer.		4.3	4.2



School Name: Kimberly Middle School

School District #: Kimberly #414

Contact Person: Jeff Jones
141 Center Street West
Kimberly ID 83341

Phone: 208-423-4170 ext 3209
Fax: 208-423-6155

Name of Program: CHARACTER ENHANCEMENT

Grade level(s) 6-8 number of participants 315, and length of implementation implemented 9/00

Program Description/Overviews (goals, program components, etc.):

At Kimberly Middle School, we have committed to make Character Enhancement a powerful and noticeable component throughout the culture of our school. All staff members have participated in an in-service training in The Six Pillars of Character, which comes from the popular Character Counts! Initiative. The Six Pillars of Character are: Trustworthiness, respect, responsibility, fairness, caring and citizenship. All staff members are trained to teach, enforce, advocate, and model The Six Pillars of Character at all times. One of the Primary goals for us is to improve student learning by accepting the daily challenge of being a person of good character. The Six Pillars of Character provide the framework for every student and adult to be the best we can be.

Effective program evaluations/results/outcomes:

An initial baseline character enhancement survey was given to all students last spring. The results have provided our character enhancement core team with valuable data from which to proceed with future strategies. While most of the survey results were subjective in nature, we will be collecting more objective data such as behavior referrals, assessment tools which we are looking into purchasing. Unfortunately, much of the assessments dealing with character are at least somewhat subjective to some extent.

School Name: Lakeland Jr. High

School District #: Lakeland #272

Contact Person: Linda Lemas
1569 Hwy 41
Rathdrum ID 83858

Phone: 208-687-0661
Fax: 208-687-1510

Name of Program: IDAHO DRUG FREE YOUTH (IDFY)

Grade level(s) 8-9 number of participants 30, and length of implementation year round

Program Description/Overviews (goals, program components, etc.):

Weekly meetings and several service projects and social function are held during school year. Goal is to support students to be drug free, increase social responsibility, provide an alternative activity to increase belongingness.

Activities and service projects include: Red Ribbon Week; dance to fund projects and collect food for Rathdrum Food Bank; fund raiser for injured student; visits to Children's Village and Convalescent Center/Lifeworks; Go-kart and bowling trips; valentines raffle to pay for UA testing (every student has random drug screen); leadership retreat; ski trip; and two visits to our three elementary schools for puppet show and skits on avoiding alcohol and other drugs; pen-pal mentoring of 6th grade.

Effective program evaluations/results/outcomes:

Elementary schools thrilled with presentations. Students developed leadership skills and team building/competition issues were addressed. Different student groups worked together in IDFY that would otherwise not have associated together. Learned work world skills like telephone contacts, negotiations, faxing, thank you letters related to donations and fundraisers.

School Name: North Junior High

School District #: Boise #1

Contact Person: Nick Ciaccio
1105 N 13th
Boise ID 83702

Phone: 208-338-3555
Fax: 208-338-3560

Name of Program: BOWLERS CLUB

Grade level(s) 7-9 number of participants 20, and length of implementation 2 years

Program Description/Overviews (goals, program components, etc.):

To provide an after school activity for 8 weeks to learn the sport of bowling.

Effective program evaluations/results/outcomes:

A positive club for a variety of students to participate in an after school activity.

Name of Program: PEER MEDIATION

Grade level(s) 7-9 number of participants 30 and length of implementation 4 years

Program Description/Overviews (goals, program components, etc.):

Having grade level peers mediate disputes among students. We currently have 30 trained mediators. We usually train between 10-20 each year.

Effective program evaluations/results/outcomes:

Very effective for students mediating disputes among their peers. Have mediated over 150 mediations in the past 3 years.

Name of Program: TEEN OUTREACH

Grade level(s) 8th number of participants 7, and length of implementation 5 years

Program Description/Overviews (goals, program components, etc.):

The goal of Teen Outreach is to help teenagers improve the quality of their lives by promoting life skills that will lead to happier and more socially productive lives. To volunteer time in the community.

Effective program evaluations/results/outcomes:

A very positive program. Teen Outreach helps teenagers develop a sense of responsibility, good judgment and cooperation.

School Name: North Junior High

School District #: Boise #1

Contact Person: Larry Durk / Wendy Ellis
1105 N 13th
Boise ID 83702

Phone: 208-338-3555
Fax: 208-338-3560

Name of Program: HALLWAY CREW

Grade level(s) 7th number of participants 10, and length of implementation 1 year

Program Description/Overviews (goals, program components, etc.):

The goal is promote positive choices and relationships among students and to recognize a caring attitude towards others.

Effective program evaluations/results/outcomes:

Over 50 students were recognized for their positive contributions to North Junior High.

Name of Program: INTRAMURALS

Grade level(s) 7-9 number of participants all students, and length of implementation 2 years

Program Description/Overviews (goals, program components, etc.):

The goal is to encourage sport competitions during the lunchtime for the entire school year. Students make up their own teams and complete in various activities. Each program lasts 1-2 weeks depending on how many participants. (Example: The volleyball program may have 10 teams while the table tennis competition may only have 7 teams.

Effective program evaluations/results/outcomes:

Involves a variety of students with different athletic abilities. A very effective program and helps to keep the youth busy in a positive activity.



School Name: O'Leary Junior Highs and Robert Stuart, Twin Falls High School
Magic Valley High School and Twin Falls Bridge Academy

School District #: Twin Falls #411

Contact Person: Marci Lanting Phone: 208-733-6900
201 Main Ave W Fax: 208-733-6987
Twin Falls ID 83301

Name of Program: STUDENT ASSISTANCE PROGRAM

Grade level(s) 7-12 number of participants 500+, and length of implementation 5 years

Program Description/Overviews (goals, program components, etc.):

Use of Student Assistance Specialists (Master Level Counselors with special expertise in substance abuse issues, this is the fifth year for this program component.)

Program Goals:

- 1) To improve the referral, intervention and aftercare services for youth in the school district.
- 2) To provide support group planning and facilitation for student groups.
- 3) To provide and expand staff training, parent education and youth substance abuse prevention.

Type of support groups offered: Recovery/Staying Straight; Smoking Cessation; Insight; Anger Management; Personal Growth; Concerned Persons; Grief and Loss; Sharing Group; Young Women's Group; Reconnecting Youth (full semester course targeting youth at risk for drop-out – O'Leary pilot)

Effective program evaluations/results/outcomes:

Referrals to Student Assistance Specialists (SAS) 531 students
(Approximately 16% of the secondary students)

Referral Sources:

School Staff (teachers, admin., counselors, mentors)	263	(49%)
Parents/Guardians	42	(8%)
Self-referrals	130	(25%)
Peer referrals	79	(15%)
Community Agencies	17	(3%)

Gender of Referrals: 49% male 51% female

Referred for Chemical Dependency Treatment 25 students

98% of the students surveyed would recommend support group to a friend.

72% of the students surveyed indicated that they had decreased or stopped their alcohol, tobacco, or other drug use as a result of group participation or individual support in the program.

60% of the students surveyed indicated a positive effect on their general attitude toward school as a result of the program.

55% of the students who received individual support or were involved in a support group reported a positive effort on their school attendance.

School Name: Post Falls Middle School

School District #: Post Falls #273

Contact Person: Dianne Murray Phone: 208-773-7554
311 N. Lincoln Fax: 208-773-0884
Post Falls ID 83854

Name of Program: GROUP COUNSELING

Grade level(s) 6-8, number of participants 100-150, and length of implementation 8 week groups

Program Description/Overviews (goals, program components, etc.):

Goal:

- 1) Help students to work out emotional issues, freeing them to better attend to schoolwork.
- 2) Help students realize that there are many other people with similar problems giving them an opportunity to help others as well as themselves.

Groups include: Split family, self-esteem, substance abuse, grief, friendship, and abused children and anger management.

Effective program evaluations/results/outcomes:

The students are evaluated at the closing of each group by their ability to verbalize skills and information learned during the group.

Outcomes include student ability to verbalize emotions (feelings) to other students and increase in their desire to take care of themselves (such as doing school work, etc.)

School Name: Post Falls Middle School

School District #: Post Falls #273

Contact Person: Dianne Murray Phone: 208-773-7554
311 N. Lincoln Fax: 208-773-0884
Post Falls ID 83854

Name of Program: POWER HOUSE PROGRAM

Grade level(s) 6-8, number of participants 32, and length of implementation 2 years

Program Description/Overviews (goals, program components, etc.):

The purpose of the Power House (PH) Program is to provide a learning environment in which students, parents, and teachers are equally involved. To reach this aim, responsibility is placed on all participants for program development, program realization, and follow-through. Another primary goals is to provide for the individual needs and strengths of each child, and to meet their needs through a problem solving, experimental, and personal approach. Everyone works as an extended family.

Three teachers work with 25-30 students from grades 6-8.

- 1) PH provides a problem-solving environment in which personal decision making skills and development of positive self esteem are given high priority.
- 2) Community resources are drawn into the curriculum whenever possible.
- 3) Students work at individual rates on basic skills material, with the opportunity and support to pursue independent interests and to participate in planning.
- 4) Mixed age grouping allows students to work and learn together in a variety of academic and social situations, developing cooperative skills and friendships with other ages. The program is structure to maximize peer tutoring.
- 5) Curriculum is chosen to enhance and develop motivation from within the individual.
- 6) To help students adjust socially and most often catch up academically with their peers in the mainstream programs.
- 7) Emphases of concentration will be on the individual learner's basic skill level, identify deficiencies, and design an individualized program to correct them (IEP).

Effective program evaluations/results/outcomes:

Although very early in the program (2 years) we have noted several areas of success. This year 52 students entered the program, 31 students remained. All progressed in behavior and academics and 21 returned to previous classrooms. Two have been failing and one suspended, with 49 passing and have had no referrals.

School Name: Potlatch Junior/Senior High
School District #: Potlatch #285
Contact Person: Dona Merrill Phone: 208-815-1231
130 6th Street Fax: 208-875-1028
Potlatch ID 83855

Name of Program: BIG BUDDY MENTORING PROGRAM

Grade level(s) 7th & 12th number of participants 25 12th, 28 7th,
and length of implementation throughout school year

Program Description/Overviews (goals, program components, etc.):

Potlatch Junior/Senior High is a shared facility. Younger students coming into the Junior High level are at a very vulnerable stage in their life. The program connects screened 12th grade mentors with the incoming 7th graders to assist them through this adjustment. Mentors are chosen based on G.P.A., drug-free life style choices, and positive involvement in school programs. This is a pilot year for this program and we plan to evaluate it as follows.

Effective Program Evaluations/Results/Outcomes:

1. Survey both 7th and 12th graders for evaluation
2. Desired outcomes include—fewer absences of both 7th and 12th graders; increased graduation percentages; decreased bullying episodes.

The 12th grade students wore brightly colored matching T-shirts on the first day of school to make them easily identifiable. They were paired with their 7th grade at the all school assembly, and excused 10 minutes early for lunch to orient the 7th grade in the lunch line without the confusion of the other grade levels being present. The 12th graders act as role models and provide support in a variety of ways throughout the school year.

School Name: Rocky Mountain Middle School

School District #: Bonneville #93

Contact Person: Jim Veazey Phone: 208-525-4403
3443 N Ammon Rd Fax: 208-525-4469
Idaho Falls ID 83401

Name of Program: STUDENT SUPPORT GROUPS

Grade level(s) 6,7,8th number of participants 100, and length of implementation school year

Program Description/Overviews (goals, program components, etc.):

There are many causes of alcohol and drug use and abuse. Certain risk factors are easily identifiable. Students who are new to the school are at risk as they seek acceptance. Students from broken homes or abusive environments, students who have trouble fitting in or are bullied, and most especially, students from homes with one or more alcoholic parents are all at risk.

Presently, within our building are 17 staff members who have had advance training in conducting support groups for students with these risk factors. Last year, 1999-2000, all of these staff members participated in conducting support groups for at-risk students. We had nine groups, with a total of 100 students.

Effective Program Evaluations/Results/Outcomes:

As a result we saw a decline in both discipline referrals and alcohol and drug (including smoking) referrals. Also, we are getting better identification of at-risk students because teachers know that the referrals are going to result in action.

Student response to participants in groups is very favorable, as well.



School Name: Vallivue Middle School

School District #: Vallivue #139

Contact Person: Margaret Voth
16412 So. 10th Avenue
Caldwell ID 83607

Phone: 208-454-1426
Fax: 208-454-7846

Name of Program: WHAT DO YOU STAND FOR?

Grade level(s) 6, number of participants 270, and length of implementation 6 years

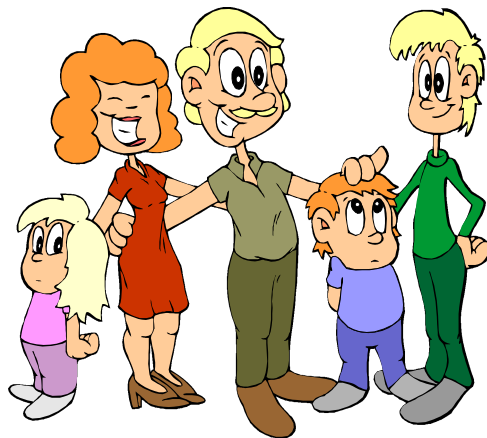
Program Description/Overviews (goals, program components, etc.):

This six-week classroom guidance program is based on Barbara Lewis' book "What Do You Stand For?" It explores positive character traits, which support middle school students' academic and social development. These traits include positive attitudes, choices and accountability, honesty, problem solving, responsibility, and respect. One positive character trait is examined each week in the classroom. Student involvement includes such things as role playing, journaling, dictionary searches, note taking, and classroom discussion.

Effective Program Evaluations/Results/Outcomes:

Students are encouraged to develop these character traits and apply them during interactions with each other and teachers at school, as well as outside school hours. Students have given positive feedback regarding the guidance lessons, and teachers have integrated guidance topics into their everyday expectations of students within the classroom.

SENIOR HIGH SCHOOL



9- 12 GRADES

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School Name: Bear Lake High School

School District #: Bear Lake #33

Contact Person: Sandra Godfrey
535 Clay Street
Montpelier ID 83254

Phone: 208-847-3400
Fax: 208-847-3257

Name of Program: EARLY INTERVENTION AND PREVENTION EDUCATION

Grade level(s) 9-12, number of participants 10, and length of implementation three months

Program Description/Overviews (goals, program components, etc.):

This program is designed for the intervention required in our drug testing policy. The testing is given to athletes and youth involved in extra curricular activities. If a youth tests positive for substances or is a self disclosure, he/she is assessed with an alcohol and drug screening test (SASSI). Then he/she is placed in the prevention education group. This group meets weekly; a variety of topics are discussed regarding substance usage. Particular attention is focused on alternatives to substance usage, followed by attitude change. The goals in this program are to prevent future substance use of the youth in our community and provide education and alternatives.

Effective program evaluations/results/outcomes:

This early intervention program has been well received. Administrators, teachers, and probation officers are all in favor of this program. The youth involved have been active participants and have exchanged many ideas. Self-referrals are more common.

Evaluation of the program will be based on the Best Practices Program Adolescent Alcohol Prevention WestCAPT which is based on three areas:

1. Youth would test negative on drug screening test.
2. Youth would become more involved in pro-social activities, i.e., better school attendance, better grades, participation in extra curricular activities. This would be evaluated by administrators, teachers and parents.
3. More youth would self refer if an early drug problem exists.



School Name: Bear Lake High School

School District #: Bear Lake #33

Contact Person: Suzi Neergaard
333 Boise Street
Montpelier ID 83254

Phone: 208-847-0294
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Name of Program: IDAHO DRUG FREE YOUTH (IDFY)

Grade level(s) 9-12 number of participants 44, and length of implementation Nine months

Program Description/Overviews (goals, program components, etc.):

Mission Statement:

IDFY exists for the purpose of providing a positive alternative for Idaho's teens."

Goals:

1. To promote tobacco, drug and alcohol free youth in Idaho.
2. To educate the community of the dangers of abuse and provide more positive alternatives.
3. To reduce the demand for drugs.
4. To improve communication between youth, parents, school, staff, business people, treatment providers, and our community.
5. To enhance the leadership capabilities of young people.

Effective program evaluations/results/outcomes:

Bear Lake High School is very proud of our newly organized IDFY Chapter. Since it's inception (September 1999), our Chapter has grown to over 40 members. Commitment to IDFY represents a commitment to living a drug-free lifestyle, not only to other students but also the community. We have participated in service projects and we have used a variety of tools to get our message out to students, parents and community members.

The 1999/2000 school year has been very exciting for the Bear Lake High School IDFY students. As a newly organized chapter, IDFY kicked off the school year with a Homecoming Parade float. Recruitment efforts included a trip to Lagoon (amusement park) for the Halloween "Frightmares."

Service projects have included participation in the after school program "Positive Pals." Positive Pals is a free and voluntary program that unites high school students with elementary students. Positive Pals has provided a vehicle for the IDFY student to become "a positive role model and influence in the lives of younger children." In addition to our service projects, IDFY has had several social activities, including a ski trip and school dance. The immediate goal of these social activities is to "have fun." The long-term goals are to provide an organization that "exists for the purpose of providing a positive alternative for Idaho's teens." Our 1999/2000 will conclude with 22 students attending the Leadership Camp held at Grand Targee.

As an advisor for the BLHS Chapter, I feel our first year has been very successful. More than ten local businesses have offered regular discounts to IDFY members. IDFY represents a positive, lifestyle for the students, parents and communities of Idaho.

School Name: Boise High School

School District #: Boise #1

Contact Person: Ann Young & Court Hanson
1010 Washington St
Boise ID 83702

Phone: 208-338-3575
Fax: 208-338-3654

Name of Program: PEER GUIDES

Grade level(s) 10-12 number of participants 22, and length of implementation 8 months

Program Description/Overviews (goals, program components, etc.):

The goal of the Peer guide Program is to personally welcome all new students to Boise High. The peer guides are also trained peer mediators. Components:

- 1) Counselor calls two guides upon registration of a new student
- 2) Guides take them on a tour of school
- 3) Finds out their interests
- 4) Introduces them to students with like interests
- 5) Inform them of clubs, activities and show them how to join
- 6) Meets them for lunch
- 7) Check in with new student over the next week
- 8) At the end of the tour, the guide gives the new student a Boise High T-shirt.

Effective program evaluations/results/outcomes:

New students have a great chance to connect to their new school decreasing the possibility of isolation and related issues.

Name of Program: STUDENT ASSISTANCE PROGRAM (SAP)

Grade level(s) 10-12 number of participants 1000, and length of implementation full year

Program Description/Overviews (goals, program components, etc.):

The Student Assistance Program (SAP) is a comprehensive prevention and early intervention program for all students. The program includes a systematic effort to educate, identify, assess, refer and support students with high-risk behavior.

Effective program evaluations/results/outcomes:

For the 1999-2000 school year, approximately 100 students served in each of the six groups: Recovery (3x); Anger Management (1x); New Students (1x); General Support 2x); Grief (1x); and ELL Students (1x).

School Name: Borah High School

School District #: Boise #01

Contact Person: Greg Whipple
6001 Cassia
Boise ID 83709

Phone: 208-322-3855
Fax: 208-322-3704

Name of Program: DRUG AND ALCOHOL GROUP FOR STUDENTS

Grade level(s) 10-12, number of participants 12 per group, and length of implementation 12-14 weeks

Program Description/Overviews (goals, program components, etc.):

This is a great group for those students who are in the high-risk category. The group works with students who have been court ordered, parent referred or school referred. The group has 12 lessons with a written group activity format for each session. The group works best for the strong defiant male or female adolescents who may have a difficult time processing their feelings to themselves or other group members. This group with it's easy to follow curriculum, is great for those professionals who are weak in the area of drug and alcohol education.

12 Group Sessions:

Group 1: Intro to group/rapport building

Group 2: To increase awareness of Drug/Alcohol problems in the student's life

Group 3 & 4: Awareness of self and why they started using drugs in the first place

Group 5: To increase the student's knowledge of the addition cycle

Group 6: The search for euphoria

Group 7: To look at physical/mental effects of alcohol/binge drinking

Group 8: A look at drugs – Marijuana (Use video on Marijuana)

Group 9: A look at other drugs (Use video on methamphetamines, interactive video or guest speaker)

Group 10: "Saying good-bye to drugs/alcohol"

Group 11: Recovery and relapse warning signs

Group 12: Closer/end of group party and affirmations

Effective program evaluations/results/outcomes:

Pre and post-testing is built into the curriculum.

School Name: Capital High School

School District #: Boise #1

Contact Person: Marjie Jacobs
8055 Goddard
Boise ID 83704

Phone: 208-322-3875
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Name of Program: STUDENT EQUALITY ACHIEVEMENT LEAGUE (SEAL)

Grade level(s) 10-12 number of participants 1500, and length of implementation 5 days

Program Description/Overviews (goals, program components, etc.):

The SEAL Club (Student Equality Achievement League) planned a Diversity Week at Capital High School. For four days there were different minor themes under one major theme, "Together We Are Stronger," that recognized similarities and differences in our school and encouraged students to appreciate the value of the individual. The four different themes in order were:

1. "Jeans and Plain White T-shirt Day" – Everyone in the school (including the staff) was asked to wear jeans and a plain white T-shirt. This was supposed to help the students and staff to focus on the internal person instead of a person's "look."
2. "Make a Friend Day" – Each student received a wrist ribbon and 40 extra ribbons of 6 different colors. Students introduced themselves to others they did not know and exchanged ribbons. This day also consisted of a lunch concert by African drummers.
3. "Ethnic Heritage Day" – Students and staff were given name tags, "Hello my name is _____", and the individuals would write on the name tags what heritage their family was. Also a part of the day's activities was the first round of the Karaoke contest.
4. "Wear Your Favorite Clothes Day" – Every student was asked to dress in their favorite outfit (style) that they would have thought a little extreme for everyday wear. This was to promote the possibilities for personal expression and style. The final round of the Karaoke contest was held, and the winners performed at the next general school-wide assembly.

Everyday, there were booths set up for people to sign the pledge. The pledge read:

I pledge that I will do my best to recognize the differences in other people and appreciate them for that. I will do my best to respect myself and others at all times. I will do my best to remember that we all deserve equal treatment under the basic law of human rights.

In addition, each student signed a quilt square and pressed their thumbprint next to it. The quilt was signed by around seven hundred people and displayed at the school assembly and Ethnic Dinner.

A community-wide Ethnic Dinner took place two weeks later and 260 students and people for the community attended this event in our cafeteria. Nine different restaurants representing Italy, Basque Country, Mexico, India, Mid-Eastern and China donated food for the affair. Numerous others brought ethnic food. The Oinkari Basque Dancers and an African storyteller gave performances. The cast of the Capital High School original play, "Not That I'm Prejudiced," performed the opening sequence and the plays' writers spoke about diversity at Capital High School.

Effective Program Evaluations/Results/Outcomes :

Each day held it's own in the level of importance to the main theme, "Together We are Stronger," but some were more or less successful than expected.

1. Tuesday, "Jeans and Plain White T-shirt Day," had less participation than others. This appeared to be due to a fear of alienation from those friends who thought the whole idea was lame. Next year SEAL will clarify and advertise the point of this day more than last year. Many students felt that by having dressed the same, conformity was being advocated, when in fact, SEAL was promoting diverse personalities and that people do not need clothes to prove themselves. The faculty did appreciate the chance to dress more casually!
2. Wednesday, "Make a Friend Day," was more successful than expected. The club received a constant stream of people requesting more ribbons. Those students who are stereotyped to be antisocial or negative were fully decorated. This contributed to the three-quarters of the student body who, at the end of the day, had made at least one new friend. This will definitely be a part of next year's Diversity Week. The African Drummers brought in a full house to the Eagle's Nest Auditorium. The rhythmic talent inspired appreciation in diverse forms of musical entertainment. The question and answer period opened the door for generating a group discussion about the African culture. Next year, SEAL would like to promote the event more, scheduling it in the larger auditorium so more students can attend.
3. Thursday, "Ethnic Heritage Day," was also helpful in involving many students. By taking the time to remember where they came from and sharing information, the students connected with each other while taking pride in that simple nametag that they wore. The Karaoke contest packed the cafeteria. Everyone applauded each performer with encouraging enthusiasm. The mixture of students was helpful in proving that similar tastes are shared by a variety of social cliques.
4. Friday, "Dress Yourself Day," was rather disappointing. Similar to Jeans and a White T-shirt Day, the general feeling was fear of ridicule. The connection to the theme, which was to have respect for one's own style and that of other's was also unclear. Once again the Karaoke brought lunchtime of entertainment and unity.
5. Overall the SEAL Club was very excited about the results of the week. It stimulated interest in the cause, and generated hope for a unified school. Throughout the year, other measures were taken to keep the interest up. Without full commitment, SEAL lost a lot of influential strength in numbers. Next year, SEAL intends to tackle this problem by encouraging more advertising on the new Capital High video announcements, giving individual club members more responsibilities and chances for a higher level of involvement, and more open discussion sessions.

School Name: Castleford School
School District #: Castleford #417
Contact Person: Diane Clark Phone: 208-537-6511
500 Main Street Fax: 208-537-6855
Castleford ID 83321

Name of Program: SAFE AND DRUG-FREE ALTERNATIVE ACTIVITIES

Grade level(s) K-12 number of participants 302, and length of implementation one year

Program Description/Overviews (goals, program components, etc.):

Our program goal was to provide safe and drug-free activities free of charge to students and their families. At all activities, students had opportunities to build relationships with adults from the community and with students of different ages.

Components: Senior Class Retreat – focus on leadership, decision-making, tolerance, violence reduction, and coping with stress.

Freshman Class Retreat – orientation lead by seniors, focus on team building.

Buddy Fishing – Junior (Grade 11) students mentored grade 5 students on a fishing trip which was also sponsored by Idaho Fish and Game.

Family Night – for all students and families, free food and activities.

Open Gym nights – free food, organized games and activities for grades 6-12.

Effective program evaluations/results/outcomes:

During the school year, 45% of our targeted student population attended safe and drug-free activities.

Name of Program: RANDOM DRUG TESTING OF STUDENT ATHLETES

Grade level(s) 9-12 number of participants 23, and length of implementation school year

Program Description/Overviews (goals, program components, etc.):

Our program goal was to test student athletes to determine if they were using drugs and to provide referrals when needed. We also hoped the testing would be a deterrent for some students to experiment with drugs. Our SRO conducted the testing.

Effective program evaluations/results/outcomes:

Twenty-three students were tested. Two tested positive and were referred. During the 1999-2000 school year we had a 100% decrease in juvenile justice involvement with students.

School Name: Fort Boise Mid High School

School District #: Boise #01

Contact Person: Susan Esp and Linda Hoalst
300 Fort Street
Boise ID 83702

Phone: 208-338-3468
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Name of Program: STUDENT ASSISTANCE PROGRAM (SAP)

Grade level(s) 9-10 number of participants 342, and length of implementation 8-10 weeks

Program Description/Overviews (goals, program components, etc.):

SAP is a comprehensive intervention program for all students. The program includes a systematic effort to identify, educate, assess, refer and support students with high-risk behaviors. The objectives are to prevent students from dropping out of school, support academic success, improve the school climate and safety, and provide crises intervention as well as long range support. FBMH interviewed approximately 342 students (some re-interview) in the 99-00 school year. 222 students received group support. Groups that are offered are general support, recovery intervention, insights and anger management.

Effective program evaluations/results/outcomes:

Students evaluate the program. Each year data is collected and compared to other years, new goals and objectives are added.

Name of Program: TEAM ADVENTURES SERVING THE COMMUNITY ROPES COURSE

Grade level(s) 9-10 number of participants 8-12, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

The ropes course is an experiential series of outdoor activities that we often use to assist in "bonding" a support group or class. The course is a daylong. The day begins with group challenges on the ground, then moves to the low ropes and high ropes as the group gains cohesiveness and responsibility. The group topics and goals are integrated into the challenges faced on the course.

Effective program evaluations/results/outcomes:

Students choose to participate in the daylong activity and each challenge is challenge by choice. the students evaluate the program at the end of the day.

School Name: Fruitland Middle and High Schools

School District #: Fruitland # 373

Contact Person: Pat Coffey and Teresa Fabricius
P. O. Box A
Fruitland ID 83619

Name of Program: NATURAL HELPERS

Grade level(s) 5-12 and length of implementation ongoing
number of participants Middle school 26 Natural Helpers and 4 certified staff
High School 49 Natural Helpers and 4 certified staff

Program Description/Overviews (goals, program components, etc.):

The program is comprised of peer-selected students from each grade level who are trained yearly to identify, respond to, and (when appropriate) refer individuals who are struggling with personal problems, peer conflicts, etc. the goal of the program is to have “eyes and ears” in the student population, for a number of reasons: to help identify and reach out to students who are isolated; to help mediate conflicts before they escalate into violence; to provide support for students dealing with personal problems, and to demonstrate positive means of dealing with conflict.

It is hard to know if this program is making a difference because you don’t see all the results of any/all of the student conferences. Most of the conversations are kept confidential unless it is one that they consider to be life threatening for someone or one that they don’t know how to handle. However, the students seem to use the Natural Helpers more often than adults are aware.

Effective program evaluations/results/outcomes:

A survey of Natural Helpers last spring indicated that the majority found their training valuable, and that they have been called upon to use their skills to help others. Anecdotal data tells us that Natural Helpers to alert us to conflicts and to students who need help.

NAME OF PROGRAM: ACCOUNTABILITY CONTRACTS

Grade level(s) 9-12 number of participants 110, and length of implementation three years

Program Description/Overviews (goals, program components, etc.):

This is a voluntary program, which is open to all students in the High School. They have requirements that they have to meet in each of their classes. They receive a report from each of their classes and instructors rate the student’s performance that class. The report is put in their permanent file folder so prospective employers can access this information. They are also presented with a form for future prospective employers to obtain that information. We hoped to prove there are some students who take pride in their work, get the job done, and make themselves stand out as very employable workers

The students are rated on their attendance, grades, and promptness for completing their work, their appearance, and their participation in the classes. They are rated on a point system, with each category being worth four points, with a possible twenty-four points for a perfect score.

Effective program evaluations/results/outcomes:

We have had this program for three years and so far we have had 130 students complete and receive their employability certificates. This was a joint effort with different members of the community working with the school to see how the school could provide a better quality of worker for the community.

School Name: Fruitland High School

School District #: Fruitland #373

Contact Person: Helen Power
P. O. Box A
Fruitland ID 83619

Name of Program: YOUTH TO YOUTH

Grade level(s) 9-12 number of participants 12, and length of implementation six years

Program Description/Overviews (goals, program components, etc.):

This is a program that is offered at the High School that is a group of students that meet and work up skits dealing with issues like drug/alcohol abuse, neglect, abuse, etc., and then they go to different schools and present these skits to the classes or student body.

This is a voluntary organization and the students sign pledges agreeing to not use any drugs of any type while they are in this group. This is a peer teaching peers group. Students learn from other students. So we give them the training and information that they need to go out to other communities and educate the people they come in contact with.

Effective program evaluations/results/outcomes:

In the six years that we have been doing this, we have visited ten schools and the students love going and doing the presentations and it makes up for the long hours that it takes to get ready to do these presentations. We are also currently doing Health fairs in our communities.



School Name: Gooding High School

School District #: Gooding #231

Contact Person: Heather Williams
1050 7th Avenue W
Gooding ID 83330

Phone: 208-934-4831

Name of Program: STUDENT ADVOCATE PROGRAM

Grade level(s) 9-12 number of participants 400, and length of implementation 1year (ongoing)

Program Description/Overviews (goals, program components, etc.):

Goals:

- 1) To help students have the best educational experience.
- 2) Help students with educational plan and progress.
- 3) To make meaningful connections with manageable number of students. All students know one staff member well, and can count on them for help.

Each teacher is assigned 4-5 different students from each grade level. We meet bi-monthly to discuss student issues and current issues at Gooding High School. (i.e., testing, etc.)

Effective program evaluations/results/outcomes:

Pending: Majority of students like the idea, we need to add more activities for students.

School Name: Idaho Youth Ranch

School District #: Minidoka #331

Contact Person: Marilyn Bywater
906 S Oneida #5
Rupert ID 83350

Phone: 208-436-0264
Fax: 208-436-1159

Name of Program: DRUG AWARENESS PRESENTATION

Grade level(s) 6-12 number of participants _____ and length of implementation two years

Program Description/Overviews (goals, program components, etc.):

Presentations on Drug Awareness to educate students on the dangers and effects drugs have on a person. Hopefully by being educated about them, they won't try them or will stop using them.

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Effective program evaluations/results/outcomes:

Surveys taken from 8th graders that had the presentations in 7th grade, shows that it has helped them not to smoke or use marijuana especially, and not to use other drugs. To be aware of the harm they do.



School Name: Kendrick High School and Juliaetta Elementary School

School District #: Kendrick #283

Contact Person: Linda Fiedler
305 4th Street
Juliaetta ID 83535

Phone: 208-276-3422
Fax: 208-276-3424

Name of Program: YOUTH PROMISE RALLY – ASSET BUILDING

Grade level(s) K-12 number of participants 300, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

The goal of the Youth Promise program is to engage the entire community in asset development. The Search Institute's "Profiles of Student Life" asset survey was administered to the youth (6-11th grades) of Kendrick-Juliaetta community. Identified needs in our student population are:

- Positive adult role models
- Community perception of youth as resources
- Self-esteem

The Prevention Advisory Committee generated ideas as to how to target community awareness and zeal for building assets in our youth and developed the Youth Promise Program. A Youth Promise Rally was the initial kickoff for the program.

The goals of the Youth Promise Rally targeted participation of the entire community to:

- Become aware of the opportunities for asset building.
- Create a positive vision of our youth and their possibilities.
- Celebrate models of service to others in the community.
- Energize the community toward shared enthusiasm for service alongside of youth.

"Heroes Among Us" nomination forms were distributed in classrooms, sent home to parents, published in the local newspaper, on the Internet, and distributed to local churches, businesses, and civic organizations. 150 nominations were submitted recognizing "heroes" of all ages in the community who exemplify valuable service to others, who overcame major challenges in life or who personally challenged others to strive for excellence. The Prevention Advisory Committee selected thirteen local heroes (ages 12 to 90) to receive awards and to be showcased at the rally. The entire community was invited to attend the rally at the high school. The rally consisted of a short video on community asset building, a guest speaker, special asset cheers, sharing the results of the asset survey, the presentation of the "Heroes Among Us" awards and the telling of their stories. An ice cream social followed the event.

Effective program evaluations/results/outcomes:

Overwhelming positive responses by students, parents and the community indicate that the Youth Promise Rally and the "Heroes Among Us" awards will be an annual part of the program. In response to the enthusiasm generated for asset development, the elementary school will initiate their first student leadership organization in the fall of 2000. New after school activities for grades 4-12 will include creative arts, community service projects, student mentoring and multigenerational collaborative activities.

School Name: Lakeland High School

School District #: Lakeland #272

Contact Person: Kim Suko
P. O. Box 69
Rathdrum ID 83858

Phone: 208-687-0181

Fax: 208-687-1313

Name of Program: IDAHO DRUG FREE YOUTH (IDFY)

Grade level(s) 10-12, number of participants 75,
and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

IDFY is a non-profit drug and alcohol abuse prevention program. It provides positive peer support and rewards students for making the right choices. To be a member, students agree to be drug tested at any time. If a student tests positive for drugs, law enforcement or school officials are not notified. Students do agree at the of membership that their parents will be notified if they choose to leave the club or test positive.

Effective Program Evaluations/Results/Outcomes :

During the 1999-2000 school year, the IDFY program at Lakeland was a success. Club meetings were held on a regular basis and drug testing conducted quarterly and on an as needed basis. Students were given opportunities to be involved through activities such as Red Ribbon Week Celebration, Community service projects, anti-drug/alcohol puppet show performances for the elementary school, and a "Grim Reaper" Day held before the prom.

School Name: Melba High School

School District #: Melba #136

Contact Person: Beth Cole
P. O. Box 185
Melba ID 83641

Phone: 208-495-2221
Fax: 208-495-2188

Name of Program: ADVOCATE PROGRAM

Grade level(s) 9-12 number of participants 235, and length of implementation 9 months

Program Description/Overviews (goals, program components, etc.):

To provide a caring environment in which every student feels safe, secure and valued.

Melba High School is a small school of approximately 250 students. One of its strengths has been the fact that it is small. Everyone knows everyone, teachers have a relationship with the students and there is a feeling of community between students and staff. In an effort to continue and enhance that feeling, an Advocate Program was developed.

Staff were asked to:

1. Build a rapport with students on their advocate list
2. Learn as much as possible about students – including their family circumstances, personal goals, academic ability and performance, extra-curricular activities, etc.
3. Become a person with whom the student feels comfortable communicating.
4. Be aware of danger signs exhibited by student.
5. Communicate a positive message, either in writing or on the telephone, to the parents of each student in their Advocate Program at least twice each semester.

In order to facilitate this relationship building, these 15 students were assigned to the teacher's Advisory Class. The 30-minute Advisory period is used to emphasize reading, writing, current events and school character building. It is a flexible period in which the teacher can choose topics and activities that engage students in classroom discussion and provides a place for them to express their feelings and ideas. This class period is a perfect opportunity to gain a better understanding of each student.

Effective Program Evaluations/Results/Outcomes:

Our schools need to foster a sense of belonging in both the students and our staff. This program has been very effective in developing that feeling in both groups. School climate has improved, student accountability is better and mutual respect has increased. We are continuing this program and have high hopes for our future.

School Name: Mountain Cove High School

School District #: Boise #1

Contact Person: Vince Steinberger
911 Mountain Cove Rd
Boise ID 83702

Phone: 208-338-3618
Fax: 208-338-5370

Name of Program: DRUG EDUCATION GROUP

Grade level(s) 10-12, number of participants varies, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

Educational (alcohol, drug usage, tobacco) support groups for those who have sobriety and wish to continue and for those who are trying to establish sobriety. Groups meet weekly throughout the school year.

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Effective program evaluations/results/outcomes:

Evaluation not completed so success rate is unknown. population is in constant flux. a number of participants have begun and maintained sobriety throughout the school year.



School Name: New Plymouth High School

School District #: New Plymouth #372

Contact Person: Tambra Gaskins
207 S Plymouth Ave
New Plymouth ID 83655

Phone: 278-5311

Fax: 278-5313

Name of Program: T.R.A.S.H. (TEEN ROLEMODELS AGAINST SMOKE AND SPIT HABITS)

Grade level(s) 9-12, number of participants 25, and length of implementation one year

Program Description/Overviews (goals, program components, etc.):

A tobacco free coalition involving New Plymouth High and Health and Welfare with a goal to educate teens that they can make a difference in their community concerning tobacco issues. Another goal is to provide an additional drug-free group for teens to participate in. This group held a "Kick Butts Carnival" that provided family games and a dance.

Effective program evaluations/results/outcomes:

The program will be evaluated on a decrease in tobacco usage as indicated on our annual Substance Use of School Climate Survey. Also on the Survey, we anticipate an increase in the percent of students participating in school activities.

School Name: O'Leary Junior Highs and Robert Stuart, Twin Falls High School
Magic Valley High School and Twin Falls Bridge Academy

School District #: Twin Falls #411

Contact Person: Marci Lanting Phone: 208-733-6900
201 Main Ave W Fax: 208-733-6987
Twin Falls ID 83301

Name of Program: STUDENT ASSISTANCE PROGRAM

Grade level(s) 7-12 number of participants 500+, and length of implementation 5 years

Program Description/Overviews (goals, program components, etc.):

Use of Student Assistance Specialists (Master Level Counselors with special expertise in substance abuse issues, this is the fifth year for this program component.)

Program Goals:

1. To improve the referral, intervention and aftercare services for youth in the school district.
2. To provide support group planning and facilitation for student groups.
3. To provide and expand staff training, parent education and youth substance abuse prevention.

Type of support groups offered: Recovery/Staying Straight; Smoking Cessation; Insight; Anger Management; Personal Growth; Concerned Persons; Grief and Loss; Sharing Group; Young Women's Group; Reconnecting Youth (full semester course targeting youth at risk for drop-out – O'Leary pilot)

Effective program evaluations/results/outcomes:

Referrals to Student Assistance Specialists (SAS) 531 students
(Approximately 16% of the secondary students)

Referral Sources:

School Staff (teachers, admin., counselors, mentors)	263	(49%)
Parents/Guardians	42	(8%)
Self-referrals	130	(25%)
Peer referrals	79	(15%)
Community Agencies	17	(3%)

Gender of Referrals: 49% male 51% female

Referred for Chemical Dependency Treatment 25 students

98% of the students surveyed would recommend support group to a friend.

72% of the students surveyed indicated that they had decreased or stopped their alcohol, tobacco, or other drug use as a result of group participation or individual support in the program.

60% of the students surveyed indicated a positive effect on their general attitude toward school as a result of the program.

55% of the students who received individual support or were involved in a support group reported a positive effort on their school attendance.

School Name: Post Falls High School

School District #: Post Falls #273

Contact Person: John Billetz
2200 Poleline Road
Post Falls ID 83854

Phone: 208-773-0581

Fax: 208-773-0587

Name of Program: "FREE FOR ALL" DANCE

Grade level(s) 9-12 number of participants 500+ and length of implementation 3 Years

Program Description/Overviews (goals, program components, etc.):

The Post Falls "Free For All" Dance was developed three years ago to provide a positive prevention activity that champion not using alcohol as part of a social activity. Key Club, City Police, ASB, IDFY, Hooked on Fishing, Boosters, and Community sponsors the annual dance. The unique component of this dance is that students are admitted for free after testing completely free of alcohol. The evening is filled with a great dancing, loads of prizes and a great deal of fun.

Effective Program Evaluations/Results/Outcomes:

The first year of the dance there were approximately 300 students participating with only three sponsors. The next two years we have had over 500 students participating with the students as the lead organizers for this event. More sponsors are also choosing to participate.



School Name: Potlatch Jr/High School

School District #: Potlatch #285

Contact Person: Dona Merrell
130 6th Street
Potlatch ID 83855

Phone: 208-875-1231
Fax: 208-875-1028

Name of Program: GRADUATION LOCK-IN

Grade level(s) 9-12 number of participants 47, and length of implementation First Year

Program Description/Overviews (goals, program components, etc.):

This year IDFY students asked for a safe/sober celebration for graduation. They wanted to open it up to grades 9-12 IDFY members as well as non-IDFY members. We had our first “lock-in” graduation night. It was held at the elementary gym and provided play station games, Nintendo 64, movies, games, munchies, etc. Goals:

1. To provide a safe, drug-free atmosphere for senior.
2. To promote sober drug-free celebration
3. Recognize accomplishments of graduates.

Effective program evaluations/results/outcomes:

We had 49 students come. We had 27 stay the whole night. School board, parents, and students expressed approval at offering a fun alternative for students who no longer wish to attend alcohol centered celebrations. We plan to offer this again next year and apply for the “Celebrate Graduation” sober monies extended to districts who apply.

Name of Program: IDAHO DRUG FREE YOUTH (IDFY)

Grade level(s) 7-12 number of participants 30, and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

Idaho Drug Free Youth, Inc, is a program developed to help middle and high school students resist tobacco, drug and alcohol use. Joining students sign a pledge to be drug free and submit to random drug testing. Goals: To prevent drug use; to reward students who remain drug free; and to provide a drug free social atmosphere for students.

Effective program evaluations/results/outcomes:

1. We went from 0-12 students in January. The following three months we gained 18.
2. No positive drug test results reported.
3. Gained school board approval and support for next year.
4. We have had a very positive feedback from parents and students who participated.

School Name: Timberlake Jr/Sr High School

School District #: Lakeland #272

Contact Person: Pamela Asher, Jacque Duran
5303 W Hwy 54
Spirit Lake ID 83869

Phone: 208-623-6303
Fax: 208-623-6203

NAME OF PROGRAM: **TIGER FOR TOLERANCE/AND HUMAN RIGHTS**

Grade level(s) 9-12 number of participants 40, and length of implementation Oct-May 99-Present

Program Description/Overviews (goals, program components, etc.):

Designed to create and maintain an environment of social and emotional safety, based on diversity, tolerance and caring for humanity. Providing forums for discussion, attending workshops, and guest speakers, broadening the group's focus. This year's goal was an all school assembly featuring speakers who promote diversity. (Skits, presentations, and cross curricular productions.) Group provides teachers with ideas to integrate more in-depth study of human rights, and tolerant attitudes for all. Provides consistent exposure and promotes positive contributions in the student body on human rights, equality, and diversity. Zero tolerance for hurtful racist behavior. Peer teaching, the 7/8th grades was introduced. Seventh/eighth grade group is in start-up phase.

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Effective program evaluations/results/outcomes:

Assembly/student impact survey was very positive. Survey showed the 7/8th grades wanted a similar group at their grade level.

9th/12th grade student involved in the group have grown together and become outstanding role models for "eracism". (The expunging of racist ideas). Our belief is that we are one race, the human race.

School Name: Timberline High School
School District #: Boise #1
Contact Person: Teresa Arana-Wood Phone: 208-384-3142
701 Boise Avenue
Boise ID 83706

Name of Program: **STUDENT AGAINST VIOLENCE EVERYWHERE (S.A.V.E.)**

Grade level(s) 10-12 number of participants , and length of implementation ongoing

Program Description/Overviews (goals, program components, etc.):

The S.A.V.E. Program is a recent addition to Timberline High School. The mediation team at Timberline was looking for a way to take the concepts of conflict resolution, acceptance, tolerance, and the promotion of nonviolence to a large group of students. The goal of our S.A.V.E. organization is to make Timberline a place for all students to belong and feel accepted. S.A.V.E. is a national program that resulted for the grief of students and faculty over an incident of senseless violence. A student Alex Orange, died while attempting to break up a fight. As a charter member of S.A.V.E., Timberline students have the goals of making our school a safe place for learning, participating in extra curricular activities, and attending all school functions. Through publication of this program by means of sponsorship of students activities, newsletter publications, and student presentations we hope to have students sign a pledge of nonviolence, non-aggression toward others, and tolerance.

Effective program evaluations/results/outcomes:

Although our program is in its infancy, the national program has had positive results in changing the atmosphere of school communities. This program has the potential of affecting a large part of the school population. As most of us know, in order for any school community to effectively change, it is the students who must embrace the new ideas. When students refuse to be a consenting audience for bullies and aggressors and instead will become intolerant of this type of behavior, that behavior will decrease.

Name of Program: **PEER MEDIATION**

Grade level(s) 10-12 number of participants 20-25 and length of implementation 2-6 years

Program Description/Overviews (goals, program components, etc.):

The Peer Mediation Program has been in existence at Timberline High School, Boise High School and Capital for approximately 5 years respectively. Peer mediation utilizes students who have been trained in the skills of mediation. These students work with disputing students to help them resolve their conflict. The actual mediation process is highly structured, which gives the mediators the confidence to mediate almost any situation including disagreements, bullying, harassment, and physical fights. This process also teaches the disputant the skills of conflict resolution while reassuring them that conflicts are resolvable and workable.

Effective Program Evaluation/Results/Outcomes:

The process of mediation is highly effective in resolving student conflict. The old way, suspension or school reprimands did little to resolve the actual conflict between the students. In the schools where peer mediation programs exist, the conflictual atmosphere is substantially decreased. At Timberline we have done over 40 mediations in the 2 years the school has been opened. Out of those 40 plus mediations, all but 2 were resolved. Those outcomes are consistent throughout the district. However, in the junior high schools, the number of mediations is much higher. Several junior highs report doing over 100 mediations during a single year. Recently, at timberline we have been able to use the mediation program to mediate between large groups of students. These disputes were also resolved.

School Name: Vallivue High School

School District #: Vallivue #139

Contact Person: Jeri Gowen
1407 E. Homedale Rd
Caldwell ID 83605

Phone: 208-454-9253

Fax: 208-459-7114

Name of Program: STRETCHING OUR UNDERSTANDING OF ADDICTION

Grade level(s) 9-12 number of participants 30, and length of implementation 8 weeks

Program Description/Overviews (goals, program components, etc.):

Eight weekly sessions that deal with stretching our current understanding of addiction by using the bio-psycho-social-spiritual model dealing with addiction. Three small groups meet once a week for eight weeks. Also covered in the group are the family roles, denial, relapse warning signs and recovery.

Effective program evaluations/results/outcomes:

This group was started as a result of a training that was given at the Idaho Prevention Conference. The workshop emphasized educating students about addiction models. Students responded positively to the group activities.

